

UNIVERSITY OF NAIROBI

**AN ANALYSIS OF MEDIA TRAINING CURRICULA FOR
UNDERGRADUATE PROGRAMMES AT UNESCO EXCELLENCE
CENTRES IN KENYA**

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REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS DEGREE IN
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DATE OF SUBMISSION NOVEMBER 2022

DECLARATION

This proposal is my original work and has not been submitted for award in any learning institution to the best of my knowledge.

Rose Irene Obonyo

Signature.....



Date.....

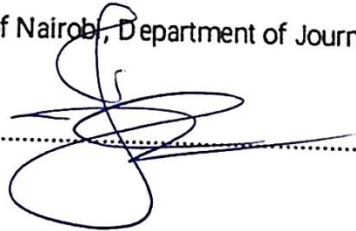
April 13, 2023

I confirm this proposal has my approval to be presented for examination as per the University of Nairobi regulations.

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Date.....

April 13, 2023

DEDICATION

I dedicate this work to all persons who accorded me the necessary support to achieve this milestone.

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ABSTRACT

Various concerns have been raised touching on journalism curriculum especially in Kenya. Institutions don't have a common training curriculum for media programmes therefore threatening sustainability. Students are not trained on how to come up with local content. Journalism does not have such a body to monitor its exams at university level. Entry grades also vary from one university to the other. Should skills be cultivated in certificate level or diploma level or as a craft course? Scholars argue that undergraduate school is not a place to teach basic skills but to develop already natured skills. Questions arising here is which subjects are essential for journalism training so as to be given preference in admission? Incorporating knowledge and skills and integrating some of these broad educational courses into traditional journalism training rather than offering stand alones remain an issue. Another challenge affecting curriculum is availability of training resources. Many years after independence journalism curricula are still largely Western designed on courses such as advocacy, broadcast, database, and investigative journalism. Despite these shortcomings, The University of Nairobi School of Journalism and Mass Communication (UON-DJMC) and Daystar University Communication School are known as centres of excellence in Africa. This was after a survey done to evaluate and assess the quality of training programmes offered in the institutions. Reinforcement theory was used as a positivist psychological theory derived from the work of Thorndike and Skinner and subsequently applied to the impact of the mass media by Klapper. He argued that the mass media does not have the ability to influence audiences but people attitudes, beliefs and behaviour are more likely to be influenced by their family, schools, communities and religious institutions. This research applied mixed method research to allow data to be triangulated. Purposive sampling was used to select documents according to a set of specified inclusion criteria. Data was collected from media curricula for the two schools, interviews from directors of the schools and questionnaires. Two administrators from the two schools of journalism were interviewed and 5 questionnaires sent out for each media programme specialisation to both instructors and students from each school. Students doing their last semester who had covered the curriculum in depth were targeted. Data collected was described, coded, translated and meaning deduced. Textual data analysis was used because it is suitable to describe the content, structure, and functions of the messages contained in texts. Processed data was presented in graphs, charts, maps, pictures, text and images

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ACCRONYMS AND ABBREVIATIONS

EJTA	European Journalism Training Association
WJEC	World Journalism Education Congress
UNESCO	United Nations Education Science and Culture Organisation
AMIC	Asian Media Information Centre
AATJ	American Association of Teachers of Journalism
NCA	National Communication Association
AEJMC	Association for Education in Journalism and Mass Communication
ICA	The International Communication Association
CLAEP	Council for Accreditation in Journalism Education
CIMA	Centre for International Media Assistance
MCK	Media Council of Kenya
CUE	Commission for University Education
CUEA	Catholic University of Eastern Africa
TVET	Technical and Vocational Education and Training
KICD	Kenya Institute of Curriculum Development
KIMC	Kenya Institute of Mass Communication
UON	University of Nairobi
DJMC	Department of Journalism and Mass Communication
OSCE	Organisation for Security and Cooperation in Europe
MOE	Ministry of Education
AU	African Union
BBC	British Broadcasting Corporation
KBC	Kenya Broadcasting Corporation
IAMR	International Association of Media Research
CATs	Continuous Assessment Tests
KCSE	Kenya Certificate Secondary Education
USIU	United States International University
BBC	British Broadcasting Corporation
MMU	Multi Media University

DEFINATION OF TERMS

CURRICULUM	Lessons and academic content
TRAINING	Action of teaching a person a skill
MEDIA PROGRAMES	Includes all Journalism and Mass Communication Programmes
JOURNALISMS	All media programmes
MEDIA PROGRAMMES	Includes all Journalism and Mass Communication Programmes

CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Introduction

By the nineteenth century media courses were already being taught in higher learning institutions across the globe. Lecturers in these institutions did not investigate it, except for instructors from the United States of America (Goodman & Steyn, 2017). The beginning of journalism research was pioneered by Willard G. Bleyer (1873-1935) of Wisconsin University who emphasised that professional skills were not adequate for one to qualify as a journalist (Bronstein & Vaugh, 1998). His media syllabus was mainly history of journalism and subjects like social sciences. He participated in analysis of journalism studies and importance of exploring media studies (ibid).

Scholars like Loffelholz (2008) noted that during this time researchers were analysing journalism in the two ways. These forms are subjective and normative individualism attained from personal character of individual journalistic work that is still written in many discussions such as civic journalism. Bucher (1847-1930) pointed out on behaviour and talent of a journalist, his suggestion was deemed low level quoting that during this period scholars presented subjective science of newspapers and individual view of the world as it was during that time. On the other hand Weber (1864–1920), Tönnies (1855–1936) and Park (1864–1944) condemned normative individualism suggesting that journalism can only be explored by examining relationships among individuals and society. Researchers like Weber (1864–1920), Tönnies (1855–1936) and Park (1864–1944) criticized normative individualism of journalism studies stating that journalism can only be explored by looking at relationships between individuals and society (ibid.). Notably, Weber called for proper mode, multiple ways and advocated on the importance of practical research. He introduced sociology of journalism whose focus was on journalism production and the circumstances of work. Weber suggested the progress of true reception studies in the USA and finally on straight study of sociology in journalism in relation to courses such as religious studies, law and political science (Kutsch, 1988).

1.1.1 Debates on Journalism Curriculum

Betty Medsger (1996), in his publication *Winds of Change: Challenges Confronting Journalism Education* unravelled that most recipients of prestigious journalism awards never studied

journalism as a course in certificate, diploma, degree, masters, doctor of philosophy levels or even taken a single course in Journalism. Despite this, they did well professionally in terms of job achievement, salaries and journalism administration. These researches draw some of the debates surrounding journalism curriculum today.

The debate whether journalism education should exist was reignited in 2002 by President Lee C. Bollinger of Columbia University. This university is known worldwide as a laboratory for training journalists. Bollinger stopped the quest for search for a new dean of the School of Journalism terming the curriculum Insufficient (Kunkel, 2003; Romano, 2003). He challenged the teaching process by dis-agreeing that “skills’ training is not enough in training in the modern world. He called for exhaustive education to be given by j-schools that bear scholarly based and that skills training should be left for working experience (Bollinger, 2002). This brought global outcry among directors of J-schools that led to the appointment of a task force to re-look at the matter. Findings of that task force only supported the old ideas that journalism studies were important, essential and significant in the universe (Bollinger, 2003, p. 1). It further emphasised that the profession is necessary hence new journalists have to familiarise themselves with what their peers are doing.

Other scholars like Murthy (2011) maintain that the slow growth of media education and lagging behind in technological development to match with industrial needs is as a result of training intuitions. He says institutions have failed to come up with a common curriculum that is rapidly involved in media sphere. As a result media training is still suffering from poorly planned courses that lack a strict theory, practice ad research oriented (ibid). The modern day journalism wants an individual who is conversant in news writing, video editing, podcasting, social media proficiency, and the ability to develop their own content niche (Mensing & Ryfe, 2013; Barnes & Scheepers, 2017). Media has a wide range of job market including public affairs, reporting, sports, environmental reporting, foreign reporting, and health journalism.

There is mounting pressure for j-schools to generalise in knowledge and practice that presents a tough assignment to colleges that have to attempt and adopt a curriculum that follows industrial needs (Park, 2015). The emergence of new media, the slow death of hard copies of newspapers

and print media, the uncertainty of advertising industry as a source of revenue for media industry are critical arrears that aspiring and practising journalists should be conversant with as they move to develop their careers (Franklin, 2014). These concerns have placed a burden on individuals and j-schools to develop multi skilled professional that are conversant not only in reporting or photographing or editing or designing or advertising content material but skilled in multiple media operations. Multi-skilling has further placed a burden on media training posing challenges for journalists who want to expand their knowledge base to develop new skills and expertise. It is therefore important to investigate what role the graduate curricula plays in the students' growth and professional development to assess and copy their value in their various graduate experiences.

Apart from structure of curriculum continental mappings have also presented challenges in j-schools especially those in third world nations. The situation is complex because of poor research in journalism schools to suit developing countries, syllabus is generally Western in nature, limited resources to implement the curriculum, poor connection of courses to cultural requirements, transfer of knowledge from the West rather than inventing new ones and copying West news values. However, the major problem facing media schools is implementation the media curricula with limited resources in constantly changing world (Papoutsaki, 2006).

1.1.2 History of Conventions that Explored Curriculum Interest and Concern for Journalism Educators Globally

A gathering of j-school educators came together in 1912 and formed The American Association of Teachers of Journalism (AATJ). The goal of the association was to hold yearly conferences for those with interest in teaching the course, collect information from j-schools and familiarise themselves in course work and teaching at j-schools (AEJMC History, 2014). The National Communication Association (NCA) was formed after two years as a body for teachers interested in speaking and rhetoric. As time progressed AATJ transformed to Association for Education in Journalism and Mass Communication (AEJMC) involved in j-school mass communication teaching and research. AEJMC has since dedicated itself to study of media courses since 1965 in and outside the USA.

The International Communication Association (ICA) was born in 1950 from NCA as the National Society for the Study of Communication (NSSC) that became independent in 1967. ICA changed its name in 1969 and its identity has since been recognised (ICA History, 2014). From 1969 ICA established five regional seats on its board for international representations, changed its headquarters from Austin, Texas to Washington D.C., and established paid membership structure using World Banks ranking of national economies. In due course, it increased participation of international membership scholars on its publishing boards. Meetings are held yearly in the US that sponsors regional meetings in other continents. Though these meetings were held in different regions of the globe it was realised that journalism schools faced similar conflicts and dilemmas across the globe. Similar associations begun to sprung up in many parts of the world with point of focus being development of journalism educators and education thought the world to be recognised as parochial. This happened until recently when media education was incorporated in the syllabus in high schools in many countries.

There have been calls in the twenty first century for journalism education to break away from nationalism and become international (Servaes, 2009). This pushed AEJMC to establish a task force on internationalisation of journalism training in 2001 that was inspired to mingle with similar organisations around the world (Foote, 2008, p. 132). The main participants in the task force were Dennis Davis of Penn State, US and Kazumi Hasegawa University of Maryland, Baltimore County, US, and later by Joe Foote University of Oklahoma, USA. They proposed the formation of international conference geared towards journalism education conferences and meetings. These gatherings were termed global first because journalism had not ever been solely on its own meeting but included as a strand at other conferences. Mr Foote being the chairman called the concept gem of an idea created to bring together worldwide organisations representing journalism education (Foote, 2007, p. 132).

Participants from Saudi Arabia, Finland, Canada, Africa, Israel, South Africa China, United Kingdom (UK), Finland, US and Australia assembled and begun to explore common arrears interest and concerns in journalism, examine teaching techniques and concluded on similar issues to create grounds to declare principles which J-schools should agree on (Foote, 2008). It was agreed that programmes should be rich in social diversity, economic, political and cultural

connections. Other scholars like Sterling (2009) contributes that j-school should include specialisations in teaching and research, globalisation and technological change. Interests in media and increased in enrolment rates in universities led many countries to consider how to develop journalism education. It is through this efforts that journalism has been recognised a legitimate area of study, it has also grown to focus on theory of journalism education. (Miege, 2006; Cabedoche, 2009; Banda, 2013).

1.1.3 European Journalism Training Association (EJTA) 2006

Established in 1990 in Belgium-Brussels and defended by Dutch law comprises of twenty five members states with fifty five institutions across Europe. This association has powers to authorise j-schools in Europe exchange students, scholars and ideas to cooperate to enhance journalism education. It holds annual meetings every May or June, the first of its kind taking place in 2014.

In 2006 a meeting held in Estonia established key core competencies of a journalist called the Tartu Declaration. These are principles member states have to adhere and subscribe to when training media courses failure to which admission is denied. They are grouped to ten competencies divided to five parts that touch on journalism ethics and competences that the students should achieve within the process of their education and training. First: gathering relevant and newsworthy stories and angles, given the audience and production aims of a certain medium or different media. Second: choosing important information. Third: assessing and accounting for journalistic work. Fourth: gathering information swiftly, using customary newsgathering styles and methods of research. Fifth: reflecting on the societal part of developments within journalism. Sixth: presenting information in applicable language and an effective journalistic form. Seventh: organizing and planning journalistic work. Eight: organising information in a journalistic manner. Ninth: cooperating in a team or editorial setting, and Ten: working in a professional media organization as a freelancer (Tartu Declaration, 2006).

Conformity to these skills differs across countries but largely depend on course content and quality of journalism training while understanding and application of these skills depend on cultural background, nationality, traditions, history of the country and economic situation at hand. The declaration was later revised in 2013 and 2020.

1.1.4 World Journalism Education Congress (WJEC) 2007

Held for the first time in Singapore in 2007 hosted by Asian Media Information Centre (AMIC); members present were twenty eight institutions with five hundred delegates present (Foote, 2008, p. 132). “UNESCO Model Curriculum for Journalism Education” (UNESCO, 2007) was unveiled in this conference. The model consists of variety of journalism courses to be taught across the globe at undergraduate level. Before the conference a session was held to deliberate on “*Declaration of Principles for Journalism Education.*” In this plan it was unanimously reached upon that journalism is a global discipline despite political and cultural differences, members share values and goals across the globe. There have been a series of such meetings since then.

WJE one was a three days conference on journalism education that gave feedback from communities (Goodman, 2007) that focussed on knowledge sharing, resources and skills, experience, networks and facilitating relationships (Berger, 2010). Journalists should gather complex knowledge of information and skills to be able to serve the public. It addressed the issue of responsible journalism rich in ethics through understanding and being thankful in its role as a source of information, enhancement and whistle blowing (Cabedoche, 2015).

WJEC two was held in African continent for the first time at Rhodes University in Grahams town, South Africa. In attendance were three hundred journalism educators from fifty four countries chaired by The Late Archbishop Emeritus Desmond Tutu. *Table Mountain on African Press Freedom*, a declaration calling for free and independent African publishing that gives voice to journalism educators was signed. It also noted that media education needs to draw, mingle and benefit other disciplines in the university (Nordenstreng, 2010).

WJEC three held in Flemish/Dutch-Belgium with invitation from Network of Journalism Institutes (VNOJ) held by EJTA had four hundred delegates in attendance. The theme was “*Renewing Journalism through Education,*” in Belgium.

WJEC 4 was held in 2016 started a three year campaign dubbed *Global Census of Journalism Education*. The campaign aimed at locating and finding media programmes in the whole world, finding contact information for purposes of comparative analysis. This information was to be

used to promote collaboration, exchange and share ideas at large (Self, 2007). The meeting was dubbed a success (Foote, 2007).

Other topics touched are journalism diversity, structure of the courses, global journalism ranking, equity of industry and schools demands, graduate capability and employability, technology, globalisation and genuine of journalism discipline, nature and values of media including general journalism education not limited to the global North and South divide and future of the discipline. Zelizer (2008) pointed at the hindrance of journalism scholars, educators and practitioners not being able to hear each other. WJEC has provided a channel of communication that in picture, impacting sessions, close sessions and personal level interaction (Bishop, 2010).

These meetings proved that j-school educators can cooperate college wise and work together irrespective of cultural, political, economic, to handle common hardships facing the profession. These meetings were voluntary with no central administration, bureaucracy, or source of funding to “get their international act together” (Berger, 2010). WJEC has created a benchmark for global journalism education that should keep the wheel rotating.

1.1.5 UNESCO Model Curricula 2007

Unveiled in 2007, it concentrated in three arrears of study featuring norms, values, tools, standards, practices to make forty percentage of the syllabus. First angle is writing, reporting, and development of content. It also included mandatory supervision and evaluation of internships and work experience or partnering with media houses for practice was included (UNESCO, 2007, p. 7). The second angle constituted of social, cultural, political, economic, legal and behavioural aspects of journalism practice and studies to make up roughly ten per cent of the curriculum. The third angle consisting world knowledge and challenges facing journalism roughly made fifty per cent of the syllabus. According to UNESCO (2007&2013) and Burger (2008) they illustrate that a journalism course should teach students how to identify news and stories in a compound way using facts and opinion and carry out journalistic studies, paint a picture through writing, edit and produce materials using various forms for their target audiences. It educates how to handle political and social issues important to the community (UNESCO 2007, p.6).

This model is taught in sixty countries and has been translated to nine languages. Singh (2008) has called it balanced but some scholars have criticised it as being too ambitious in theory but poor in practice (Freedman and Shafer, 2010). The model was revised in 2013 to respond to the criticism and developed it beyond developed countries (UNESCO, 2013).



Figure 1.1: UNESCO Training Curriculum

Source: UNESCO 2007

1.1.6 The Accrediting Council for Education in Journalism and Mass Communication (ACEJMC)

ACEJMC model advances understanding and application of ideas and rules for freedom of speaking and publishing. They are refined to five parts. First: invigilated and marked internships and other job experiences outside the classroom. Second: class work and sensitive job projection of new media. Third: a balance of theoretical courses with working skills. Fourth: ratio of resources to student should be effective giving a ratio not exceeding 20:1. Fifth: a student should cover not less than 72 credit hours outside the unit. It examines governance, facilities, equipment, student services, scholarship, diversity, faculty qualifications, assessment and skills (ACEJMC, 2019). They are applied in the US J-Schools.

1.1.7 Journalism Curricula in Africa

1.1.7.1 Pre-colonial Period

Before colonial era there was journalism in the African society (Meredith, 2006). Ancient African civilised regions like Egypt and the larger Northern Africa were already civilised and

thrived in ages. Central and Southern Africa had civilised societies too. The African societies practiced arts, crafts, wove baskets, brewed beer from grains, wove clothes from reeds, curved weapons from wood, made fighting and hunting tools from copper smelting, conveyed messages using trained fast runners and employed other tactical brave strategies to make their communities work (Meredith, 2006, p. 5). Science processes like fermentation of grains for beer brewing gave young and youth to learn through observation and direct experience therefore passing it from generation to generation via participation. These processes were repeated until they were mastered and perfected. Later, these skills were instructed through word of mouth and manually from generation to generation. Knowledge skills acquired were to enable communities understand the truth of the world practically. This enabled society members to live in peace and harmony and become competent in solving their personal and social problems in the society smoothly (Sunal, 1998). Political matters were handled through a hierarchy of village elders in different clans according to their own culture.

This demonstrates that African curricula did exist as spoken word or observable and mastered procedure but not as modern day documents that we see in educational institutions. Education was rooted through practical exercises through orator, music, art, storytelling on history and general knowledge. According to Moumouni (1968). African syllabus featured economic, social and political conditions of the society and it was under this features it was examined and analysed. Pre-colonial communities' educationists provided blacksmiths, weavers, shoemakers, and other artisans needed to stimulate the economy of the communities (Moumouni, 1968, p. 28). The success of several empires and societies like kingdoms in Benin, Ghana, Mali and tribes like the Igbo of Nigeria unravel the success of traditional African education politically, socially, and culturally. Practically African curricula contained instructional and non-instructional models of learning also known as formal, informal and unconscious (Ocitti, 1994).

1.1.7.2 Colonial Period

Western education was introduced by missionaries to Africa during colonial era. Early African institutions curriculum, instructors and social amenities were imported by the Europeans. A vivid example is when the University of Dakar in Senegal was launched the chairman told the gathering that it was a French University to work for Africa (N'Daw, 1973). This scenario was

replicated in East Africans Makerere University-Uganda. Starting as a technical college in 1922 offering technical and vocational courses, it pioneered in higher education. As late as 1970s many years after independence the curriculum was still being controlled by the West. Even courses in indigenous languages and African Literature were being taught by British and American lecturers. Academic text books and the entire syllabus were Western in composition. Students were accustomed to this and thought it was normal for existence of this form of education to the extent that they resisted any change (Mazrui, 1978). Testing and evaluation of the examinations was done from Britain a former colony of Kenya. During this time there were no defined academic models so other Western countries were free to introduce their educational structure in journalism education even after independence.

In media training texts written by European or American authors were used for training years after independence (ibid). The British curriculum was taken to be theoretical to meet African needs so most institutions subscribed to American model. The existence of both British and American journalism instructions in J-schools brought fiction in these schools. The American model took early lead and was preferred because vocational nature. There was opposition among colonial masters to American model of journalism (Akofof, 1971). The American model of journalism training at the university level had gained earlier lead in the African continent.

The American took an early lead by establishing Cairo University in 1935. Four years later it established journalism programme. When UNESCO came in it readily accepted the American model. Following closely was Dakar University in 1961 where again UNESCO introduced the American Model. By 1971 UNESCO actively began rolling similar programmes in universities in Algeria, Kenya, Cameroon, Senegal, Ethiopia, DRC Congo and Nigeria. Enrolment rates for African students for journalism students increased their influence. Journalism begun to spread thought the continent. Until independence almost all Africans working in journalism had received their training on the job training (UNESCO, 2021).

1.1.7.3 Post Independence

Academician and political author Ali Mazrui (1978) noted that the first bunch of freedom fighters and presidents called for Africanising of the curriculum. Ngugi wa Thiong'o (1986) in

his enthusiastic and disputed novel *Decolonising the Mind* says under the colonial administration African education changed from being a tool promoting peace and social strength to one that is commanding change. Mazrui noted that as an African student is still taught in western values though he is still serious of values learned in African setting.

In 1980s economic hardships frequently caused high economic hardships in African universities including its training staff: For instance, five different deans headed the School of Journalism at the University in Nairobi in seven years (Murphy and Scotton, 1987: p. 16). As a result, many writers, called for a well-structured journalism education and to warn of repercussions and idealistic moves which could eventually be futile.

Murphy and Scotton (1987) in their quest to study African Journalism found out that an average African Journalism programme could be trained in the USA without change in syllabus, instructors and texts. A similar situation was found in Uganda's Makerere University in the 1970s. Despite many years of independence African languages and Literature were taught by British and Northern Americans (Hochheimer, 2001). Calls by African leaders to defy Western media education brought serious clashes with the West for decades. The push and pull contributed to breakdown particularly UNESCO, Africa is still suffering from Western media even today (ibid).

1.1.8 Languages and Media Curriculum in Kenya

Education in Kenya has undergone through various education reviews to streamline it. Kenya has several education reviews led by government policies (Wa Mberia, 2016). Among the chief commissions include Phelps-Stokes Commission (1924), the Beecher report (1949), the Binns Commission (1952), the Ominde report (1964), the Bessey report (1972), the Gachathi report (1976), the Mackay report (1981), the Kamunge report (1988), the Koech report (1999) and the Odhiambo report (2012) and recently the CBC (2017). Though these commissions focussed on pre-primary, Primary and Secondary schools it greatly contributed to journalism education. Notable of these commissions was The Kamunge report which gave its input on the vocation and technical nature of knowledge with combination of skills to education approach (RoK, 1988).

In Kenya English is regarded as official language while Kiswahili is regarded as language of

communication. According to UNESCO (2007), a journalist needs competency in national language that they will use for their work both locally and internationally. Similar echoes were proved by African Union when they adopted Swahili in East African community as their official working language. Swahili has its origins in East Africa and spoken in Tanzania, Kenya, Uganda, Rwanda, Burundi, the Democratic Republic of Congo (DRC), South Sudan, Somalia, Mozambique, Malawi, Zambia, Comoros, and as far as Oman and Yemen in the Middle East (AU, 2022). UNESCO (2021) assigned July 7 as World Kiswahili Language Day.

1.1.8.1 Commission of University Education (CUE)

Ministry of higher education Science and Technology houses CUE which is in charge of accreditation, re-inspection, planning, establishment, mobilising, training, and documentation of universities among other duties (CUE, 2021). In Kenya university programmes and their curriculum are designed by individual departments with help of experienced scholars giving their input. Cue has set guidelines to universities to review their curricula every five years. At institutional level each discipline should meet these guidelines in context of goals and learning results By proving and showing how it plans to give wide knowledge base, show adequate problem solving skills to improve society's awareness and contributing to its general development (CUE, 2014).

In support of j-schooling in Kenya in 2016 CUE and KIMC signed a memorandum of understanding to train diploma student to complete degree programmes in Kiswahili and Communication at CUEA. The demand for Kiswahili language as Kenya and East Africa's as official language for communication necessitated this move. KIMC boasts of equipped media labs equipped with electronic and telecommunication engineering, film production, radio and TV production, print and broadcast journalism, electronic and studio technology offering good ground for practical skills while CUEA would supplement in theory competency (CUEA, 2016).

1.1.8.2 Media Council of Kenya (MCK)

The MCK Act 2013 gives the council authority to approve accreditation applications for media programmes. Un-accredited institution is not allowed to offer journalism programme and

violating this directive attracts a fine of twenty five thousand or imprisonment of two years (Cheploen, 2016). Among the achievements of MCK is the drafting and forwarding for adoption of training curricula for diploma programmes in collaboration with media instructors and media experts. The curriculum was approved by Kenya Institute of Curriculum Development (KICD) in 2015 and adapted for national examination in middle level colleges by Kenya National Examinations Council (Chemweno, 2015). The curriculum was evaluated by CUE and Technical and Vocational Education Training (TVET) and accepted. With specialisation in broadcast journalism, print journalism and online journalism it is deemed suitable to fill skill gaps in the industry (Nation Reporter, 2015). However, the council failed articulated standards that form quality training of journalists in universities in Kenya. It proposes need to develop curriculum for journalism and mass communication at undergraduate and master's level (MCK, 2015).

1.2 Statement of the Problem

In 2007 UNESCO came up with a journalism curriculum for developing economies which was later revised in in 2013. However, this curriculum has not been adopted in many institutions since UNESCO does not have the authority to regulate media institutions. As a result, institutions offer self-structured courses with varied syllabus where training standards are improvised therefore threatening maintenance. The lack of unification in training curriculum has slowed the achievement of common training standards (Nyanjom, 2012: p.61). Many young people in Kenya are lured to foreign universities due to perception of high standard curriculum. Ipsos Synovate in its survey *Local Universities Are Facing Serious Crisis* published by *The People Daily* on May 6, 2019 revealed that 57% out of a total sample of 1044 respondents preferred media curricula from foreign universities. MCK (2008) complained of institutions offering sub-standard courses hence churning out incompetent professionals. For instance the then Chairlady Esther Kamweru complained that diploma graduates in film could not be able to switch on a camera (Itumbi, 2009). Communication Authority of Kenya (CA, 2021) mandated to oversee broadcast and online journalism in Kenya and also advocates the broadcast of local content in Kenya media, but, if the students are not being trained on how to come up with local content then the media houses suffer. Kenya experienced post -election violence in 2007 where some media houses were accused of inciting communities that prompted journalism scholars to help address gaps in their curriculum.

Curriculum should be monitored by a professional body. Journalism does not have such a body to monitor its exams at university level. Entry grades also vary from one university to the other. Institutions admit students with B grade in Kenya Secondary Certificate Examinations (KCSE) while others accept C and even D. J-schools accommodate instructors with varied qualifications from other disciplines. This has brought in instructors who are unqualified to teach the vast journalism curriculum. The number of PHD holders is few and most are hired by developed countries where the pay is attractive (Oriare, Orlale and Ugangu, 2010).

Should skills be cultivated in certificate or diploma level or as a craft course? Should journalist come with skills in short courses? Scholars argue that undergraduate school is not a place to teach basic skills but to develop already natured skills. Should writing abilities be evaluated at admission or later? Scholars advocate writing to be taught at language departments or language centres before one joins print journalism. Chibita (2009) says literature prepares students to write therefore encourages students to take remedial courses before joining journalism undergraduate programmes. However, this will be expensive for journalism students making it unaffordable for many aspiring journalists. Graduates need to learn about economics, history or geography in terms of understanding the dynamics of the world around them. Questions arising here is which subjects are essential for journalism training so as to be given preference in admission?

Competency of journalism is another issue of concern. Scholars have called for a specialized journalism focussing on topics touching the community issues such as gender, development, corruption, media reporting on conflicts among others (Schmidt and Deselaers, 2015: p.19; Nyanjom, 2012: p.61; Egybujor, 2015). Graduates are supposed to be knowledgeable in areas like media history, ethics, writing, editing, graphics, analytical thinking and research methods. In addition they should be skilled on how media works in relation to topical issues like poverty, maternal and infant mortality, HIV/AIDS, energy, environmental degradation, unemployment, and governance (Makerere, 2009). J-Schools do not equip students with both knowledge and skills because integrating some of these broad educational courses into traditional journalism training rather than offering stand alones remains a problem.

Another challenge affecting curriculum is lack of enough training resources. An average training

programme in Kenya needs expensive equipment which many institutions cannot afford. For instance print media in the continent took place amidst poor reading culture as a result of lack of reading material and newspapers being expensive so read by rich and in offices (Chibita, 2009). Technological advancement like rise of the internet and mobile phones has made media such as radio and television more relevant to the needs of the majority of Africans (FAME, 2009). Schools should seek to strategize how students will receive best education possible despite minimal resources. Financial constraints are common therefore educators should work to develop quality students despite this challenge (English, Fynes-Clinton & Barnes, 2016).

Formal journalism training was introduced to Africa by Americans and British. Its instructors, texts and curricula were Western in nature. Many years after independence journalism curricula are still largely Western designed on courses such as advocacy, broadcast, database, and investigative journalism. As a result journalism training designed for African needs has not developed.

Despite these shortcomings, The University of Nairobi School of Journalism and Mass Communication (UON-DJMC) and Daystar University Communication School are known as centres of excellence in Africa. This was after a survey done to evaluate and assess the quality of training programmes offered in the institutions by UNESCO in 2008 (Nyanjom, 2012: p.34, p.60). Other public and private institutions have improved their training curricula (Schmidt & Deselaers, 2015: p.18-19) since then. The Kenya Institute of Mass Communication (KIMC), which also offers diploma and certificate programmes, is recognized as a credible centre for training broadcast journalists in Kenya.

1.3 Main Objective

The main objective is to analyse media training curricula for undergraduate programmes at UNESCO Excellence Centres in Kenya. These institutions are Daystar University, School of Communication and University of Nairobi, Department of Journalism and Mass Communication (UON-DJMC)

1.3.1 Specific Objectives

1. Examined the nature of media training curricula for undergraduate programmes at UNESCO Excellence Centres in Kenya
2. Established the similarities and differences of media training curricula for undergraduate programmes at UNESCO Excellence Centre in Kenya.
3. Find out how the curricula are De-Westernised

1.3.2 Research Questions

1. What is the nature of media training curriculum for undergraduate programmes at UNESCO Excellence Centres in Kenya?
2. What are the similarities and differences of media training curricula for undergraduate programmes at UNESCO Excellence Centre in Kenya?
3. How are the curricula De-Westernised?

1.4 Justification

This study is necessary because it will establish the strengths and linkages between degree programmes offered at these institutions two institutions. Researcher will reveal the uniqueness of their courses and what makes them stand out as potential excellence centres. Thus, the data generated by this study will provide practical evidence of the direction, goals, and scope of existing media literacy programmes for undergraduate programmes; propose various ways to redesign the syllabus; find out if programmes are designed to meet local needs; to access quality training for journalists and create new data on journalism and media training in Kenya. This data can be used by policy makers and implementers to draft future media education curricula for university programme needs. The results will be used to evaluate and improve programmes and thus promote training standardization.

Media as a fourth estate acts as a watchman to protect public interests against malpractice and create public awareness. Reliance on the media by many people as an information source has created a profound public demand that journalists need to be properly trained and equip them to deal with the various challenges that they face locally and internationally. It is therefore

important to study media curricula to furnish them well for future activities.

This study is justified by the need to address gaps in curriculum such as incorporation of new media (online journalism) in the curriculum. Besides, this study is vital to the extent that one understands that the data obtained from the study can be used by all the interested groups such as government agencies, local organisations, international organisations and journalism schools for policy formulation and implementation. The findings and recommendations will unravel fresh data that will add to research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction on Journalism Curriculum

The key element of higher education language is the curriculum that helps to achieve ideas and actions of its values, beliefs and principles connected to learning, understanding, knowledge, discipline, individuality and society at a large (Coate, 2005:p. 25). When a new course is designed its point of reference will be composition of subjects, technical skills inclusive of its assessment, work based elements, credit weightings and educational considerations. Curricula have encountered political debates about the ability of it being able to churn out competent professionals (Barnett and Coate, 2005: p. 35). The main contentious issue begins with what makes up the syllabus? Some groups feel excluded from the curriculum. Curriculum wrangles have remained unresolved for years; therefore, it is worth studying international standards in development of journalism education (Deuze, 2006: p. 19). Scholars are constantly trying to maintain and initiate wide curriculum associated with journalism (Stark et al., 1987). There is no clear way of how to actualize the teaching of journalism in universities or is there a correct explanation of proper way for journalism teaching in the academic order (ibid).

Journalism as discipline does not have a professional body of knowledge to monitor its curriculum (Voster, 2009). This differentiates it from other professionals like medicine, law, engineering, pilots or other fields. There is no consensus in media industry on what qualifications are desired as a journalist bearing in mind that some people are gifted. This does not however mean that the profession does not have specialised knowledge and skills. As a craft educational subjects do not directly match in a clear manner (Barnette, 2006). Opposite subjects may come together to form a new base of knowledge to create a separation of disciplines and merge to focus on a goal (Muller, 2008). Therefore, academic journalism form subjects such as media law, politics, economics and sociology, historical role of the media, language studies and communication. The studies can be explained as a legion of skills providing togetherness of ideas for a particular professional system (Muller, 2008). Further, authorisation regulations have led many to desired journalism curriculum that accommodates important detailed courses that focus on writing, reporting and production (ACEJM, 2004).

Journalism educators have claimed syllabus development is vital in providing quality graduates,

but suggestions on subjects to be included are mostly contested. Daniels (2012) argues that scholars need to educate wide view of journalism knowledge while including skills from various media platforms Olusegun (2015) noted the importance of placements and internships emphasizing that they help in bridging gaps between academic institutions and industry needs. Many journalism academic writers have highlighted on the importance of curriculum especially in forming the following phrases knowledge without skills not enough (Hugo, 2003); the role of new media (Ricketson, 2001), creativity in media (Cullen et al., 2014), multimedia knowledge and skills (Wenger & Owens, 2013), old journalism skills still important (Nankervis, 2011) and new professional requirements are not suitable with old academic service (Knight & Yorke, 2003). The outcome is to summarise gaps and this only means new subjects, new concentrations, cooperation with like-minded institutions, creative educators to rethink ways higher institutions should deliver journalism education.

2.1.1 Pillars to Developing Effective African Journalism Curriculum

Ali Mazrui (1967-2014) one of the earliest scholars in Kenya gave pillars of wisdom on which an African curriculum should be based. In his publications Mazrui (2004) says African contextualisation curriculum should have these set of wisdoms that will help shape societies and communities. First pillar of wisdom is bright minded to accommodate broad human nature so as to promote informal, non-formal and formal curricula. African tribes are still in wrangles with each other indicating the need to tolerance through educational curricula. Community development among distinct cultures, traditions and languages will benefit from a good curriculum. The second pillar of wisdom looks at the economic status of Africans. Africans are impoverished and most of the world's poorest economies are located here. Third pillar of wisdom is social justice that includes equity in resources and opportunities and privileges to society and communities. It also explores experiences of other communities affect lives, world view and opportunities. Classroom practices through curriculum can be drafted to honour different human encounters and enable studying of all the students (Darling-Hammond, in Keiser, 2005: p. 34). Fourth pillar of wisdom pillar is gender balance. Bone of contention being how should curriculum address gender issues? (Cummings et al. 1993: p. 3) of stress is that women are still less privilege in African society. Fifth pillar of wisdom protection of the environment and its resources from exploitation both from internal and external. Africa's is rich in resources hence they are eyed both by its population and developed countries and are at risk of exploitation for

future use. Sixth pillar of wisdom religion where there should examination of the role of religion in colonisation and the impact of religion on African societies. Also, Africa has many religions that need to be included into the curriculum to foster cooperation. Seventh and last of pillar of wisdom is ethics and the relationship it has with knowledge, religion, science, culture and among others. It is gloomy to see how museums have been neglected in Africa losing the important cultural resource (ibid.).

2.1.2 Streams of African Journalism Curriculum

2.1.2.1 Socialisation

The aim of any training curriculum is to churn out graduates who can reproduce in the professions of study (Becker et al., 1987, p. 19). The first wave of freedom fighters and their rulers in the 1950s questioned the dominance of Western culture in African schooling. According to Elizabeth Hoff (1999), it was established that this initiatives came from African news rooms because journalism was born out of struggle for independence from its colonies. Journalism movements pointed out by political activists occurred in Cameroon, Ghana and Kenya (Nyamnjoh, 1997). Even now journalism movement is still happening in our news rooms. Defence journalism has been developed as Africas form new media struggle for political power (Kperogi, 2008, 2011; Murphy, 1999; Njubi, 2001) and new form of freedom speech journalism (Banda, 2009a). In Kenya Mau Mau freedom fighters put a brave fight while in Tanzania Ujamaa journalism was associated with their first president the late Julius Nyerere. Nyerere came up with wisdom based on community wisdom on community ownership as a way of production, equity, human rights, unity, and duty to work (Nyerere, 1968). Ujamaa journalism shared many features of freedom journalism but deserves a special care because of its origins in Tanzania and used to deliver a particular political agenda (African socialism). Basing his case on Kwame Nkrumah Nyerere regarded journalism as part and parcel of national project. Ujamaa journalism has been politicised and regarded as a strategy of communication by Nyerere (Domatob and Hall, 1983; Kivikuru, 1989; Ramaprasad, 2003; Shoo, 1997; Sturmer, 1998). Jimada (1992) illustrates how the journalism department of Catholic Nyegezi Social Training Institute in Tanzania established 1981 changed its curriculum to match ujamaa movement. Later, the Tanzania School of Journalism adopted the same and developed courses in class economic tensions, neo colonialism

and private enterprise collapse (Murphy and Scotton, 1987). When ujamaa failed officially in the 1990s journalism curricula reverted back to Western style (Wimmer and Wolf, 2005).

2.1.2.2 Communal Journalism

The word community is derived from Nguni word Ubuntu to mean person or human that collectively decodes to honour for human being, or human decorum and human living, togetherness, obedience, humbleness, caring, hospitable, unity, interdependence, society (Kamwangamalu, 1999: p. 26). However, professors differ on the applications of the Ubuntu word and its use in media practice. Wasserman and Rao (2007) say Ubuntu word has been used inappropriately for the purpose of coming up with world media ethics; he argues that Ubuntu must not be used against aftermaths of colonization in Africa.

Blankenberg (1999) retaliates that ubuntu journalism is the opposite of Western journalism because it is balanced, neutral and objective while Cheri (2009) says ubuntu media is objective, balanced, impartial, credible, integral and respectful. He also adds that ubuntu is not in conflict with other communities and not related to Western based civic education journalism (Banda & Ocwich, 2010). Ubuntu is also related to African ethic coining the word Afriethics which seeks tackle moral concerns in African journalism.

Kasoma (1996) says African journalism can grow through its experiences and norms rather than copying the West which has led to media driven self -centeredness and division. Afriethics adopt the richness in African collection in which society plays the role of the living and dead as true African spirit (ibid). Thus, Afriethics advocates for journalism practices of community and society with a human face. Ubuntu and Afriethics believe society is rich in media norms.

2.1.2.3 Journalism Based on Oral Discourse

According to Shaw (2009), Africa had a well form of organised journalism based on verbal communication before colonisation. Communication this times was oral, using communication practices from verbal tradition and folk culture with community storytellers (griots), using signs and symbols, musicians, poets and dances and other form making up the role played by modern day journalist (ibid). This is used today to inform and improve modern day journalism to make it

align with indigenous thinking (Shaw, 2009). After colonisation Western journalism was forced down on Africans. Modern journalism is based on foreign communication which tears apart cultural thinking for instance excessive use of European languages in the African media schools has contributed to lose of identity of Africans (Okolo, 2005).

Western reporting in Africa is not appropriate for rural communities in Africa Traber (1987). Traber calls for adoption of African story telling techniques in local media. Wall (2000) came across such a kind of journalism among the Ethiopian Azmari tribe which rejected Western form of reporting. In its reporting it blends society media formats like oral media. New media has seemingly been seen as troubled (Ugboajah, 1986) an opportunists (Ansu- Kyeremeh, 2005; Musa, 2011); according to later view thought African practices can serve as a modern story telling techniques. There have been attempts though to blend local and modern journalism (Khunyeli, 2005), the best form of journalism is the oral discourse that creates association, affiliations and sense of belonging (Shaw, 2009) that stands out to the true African experience.

2.1.3 Dominant Disciplinary Perspectives in Journalism and Media Studies

Several scholars have tried to establish and reveal knowledge of what should constitute an ideal African journalism curriculum. Intensely covering these studies are: *Key Concepts in Journalism Studies* (Franklin et al. 2005); *The Handbook of Journalism Studies* (Wahl-Jorgensen and Hanitzsch, 2009a), *Global Journalism Research* (Loffelholz, Weaver and Schwarz, 2008); *Journalism Studies: The Basics* (Conboy, 2013) and *Journalism* (Tumber, 2008). They form collection of the “practices” of journalism studies. They cover articles published in journalism studies between years 2000-2013. They also summarise of keywords in journal articles published in these volumes in 2002, 2003 and 2012 publications. These keywords were used as signals words of trending names and perspectives text therefore suitable therefore made it possible for identification of ideas within the journalism field. They also served as an indication of well researched disciplines of journalism academic writing. Abstracts form a summary, explain and reveal ideas covered in a text. (Day & Gastel, 2012; Korner, 2008). According to Zelizer (2004) some of the common and popular keywords found include: One: Law- privacy law, freedom of information acts, etc. Two: Economy- media management, business models, press subsidies, media conglomeration, etc Three: History- past practices and structures of journalism to

understand contemporary journalism. Four: Technology- analysis of journalism, in either theoretical or empirical terms, e.g. interactivity, multimedia, hypertext etc Five: Political science - media in different political systems, politics and journalism, and sourcing patterns in journalism. Six: Language - applying linguistic, semiotic, genre, discourse or framing theory, rhetoric, narrative and literary theory. Seven: Sociology: -associations, work orders and interactions in news production and the organisations, institutions and structures not limited to professional norms and values that help achieve work. Eight: Philosophy- ethical, knowledge and ontological inquiry related to journalism. Nine: Cultural analysis- practices of journalism, the making of news, the customs symbol systems of the profession, journalistic self-reflection and identity, stereotypes, archetypes, myths, popular culture, and tabloid and mainstream journalism. Ten : Economy-philosophy, law and technology (cf. Zelizer 2004, p. 8). Eleven: Keywords got from 14 volumes journals volume from EBSCO database between 2000-2013 exempting editorials, debate articles, book reviews, etc.

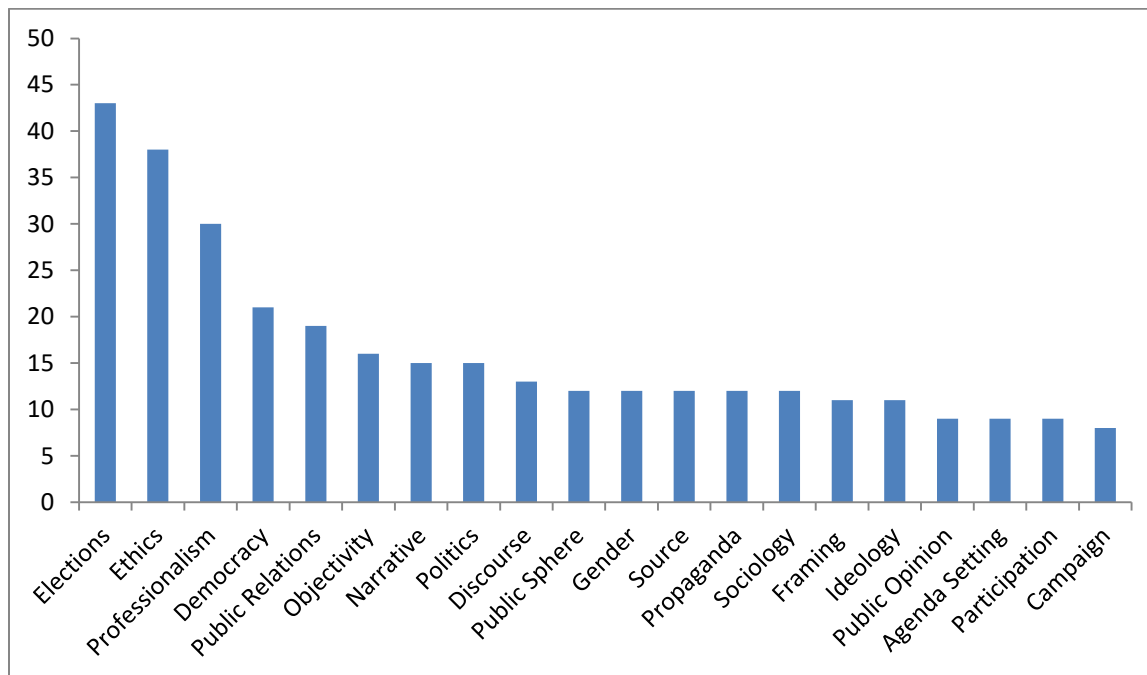


Figure 2.1: Occurrences of the 20 most frequent keywords, 2000–2006

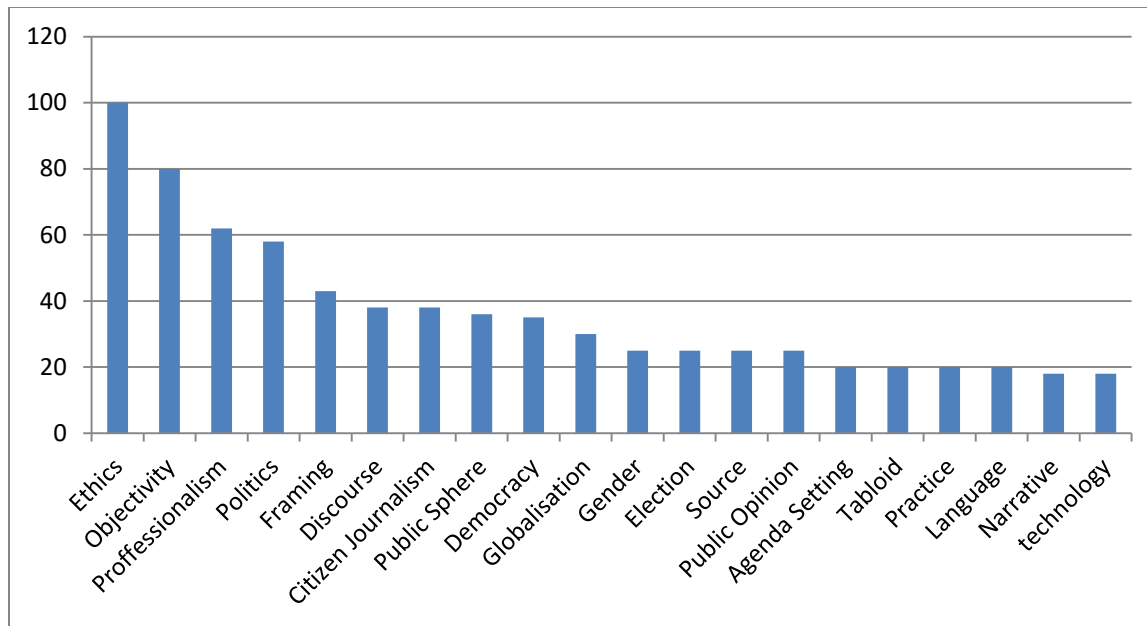


Figure 2.2: Occurrences of the 20 most frequent keywords, 2007–2013

2.1.4 Revised UNESCO Curricula 2013

UNESCO (2012) revised its curriculum to address criticism raised and accommodate new media and added new areas. These include: One: Community radio journalism - commercialization of media across the sphere. Two: Intercultural journalism - patchwork of a mosaic culture. Three: Data journalism - branch of investigative reporting Four: Reporting on human trafficking. Five: Science media - bioethics in developments in science and technology, classic biomedical problems and environmental concerns. Six: Globalisation - practice of journalism in the universe in local cultural approach. Seven: Humanitarian journalism - political economy of humanitarian issues related to state and civil society. Eight: Safety journalism - potential risks, inclusive of digital risks and learning safety precautions. Nine: Media sustainability - media as a business entity, flourish, and endure for the benefit of society. Ten: Gender journalism - gender equity and balance stories production. However, there is want to highlight theory rich in knowledge rather than presenting a list of dos and don'ts (Banda, 2013).

2.1.5 Free Online Journalism Curriculum

Penetration of internet in the world enabled institutions venture into displaying their curricula online for public consumption and those interested in media studies. For instance UNESCO in

2011 through its website (www.unesco/webworld/en/oer) made available its course outline. Another popular institution, British Broadcasting Cooperation (BBC) in (2005) availed course outlines through Oxford University who acted as a third party subscription through (<http://bbcjournalism.oup.com>) website. This resource was later availed for free in 2014 by BBC due to low subscription rates (Looney, 2014). Today, these resources are still available online in print and video format in languages broadcasted by the BBC (ibid).

According to Loffelholz, Weaver and Schwarz (2008) most institutions have moved to display their teaching materials online free of charge. In the US institutions like Rosental Alves and his Knight Center have availed courses online in its Massive Open Online Courses (MOOCs) for redistribution. School like Alves' colleague, Mindy McAdams through (<http://mindymcadams.com/>), AEJMC through www.aejmc.org, and J Source, the Canadian Journalism Project through (www.J-Source.ca) web. YouTube has Reporters Centre through youtube.com/reporterscenter website that gives video demos units like investigative journalism, citizen journalism, journalism ethics, and how to conduct interviews. In addition, iTunesU funded by Apple has free repository of learning materials and allows institutions to contribute their media content and videos online. As time progressed other organisations like Coursera, Udacity, edX came up with MOOCs for world assembly to offer free online courses though some were paid and taken for university credit. The presence of online journalism and mass communication follow the rise of courses in computer science and business hence, most universities globally have shared their course units in their websites.

2.2 Journalism Training in Kenya

Journalism was not taken as a stand-alone programme in Kenya until much later. St. Augustine University in Tanzania was the nearest school one could take a stand alone degree programme in the 1980s. The first school to offer stand-alone degree programme was Moi University though not a major in media studies but as a component integrated in Liberal Studies. UON had taught journalism since 1968 but, levelled in diploma and post graduate diploma in journalism. Veteran journalists went through these school and a huge number learnt through apprentice, on the job training and others doing short courses while others had unrelated qualifications. Kenya is home

to close to 44 journalism undergraduate programmes and mass communication though still struggling with its curriculum (Ondimu, 2018).

Table 2.2 Undergraduate Journalism and Mass Communication Programmes offered in Accredited Universities in Kenya

University	Programmes Offered	Date of Approval
Africa Nazarene University	Bachelor of Mass Communication	2005
Chuka University	Bachelor of Arts Communication and media	2013
	Bachelor of Arts in Communication Studies	2016
	Bachelor of Arts in journalism and Mass Communication	2016
Daystar University	Bachelor of Arts in Communication	1994
	Bachelor of Arts in Technical and Professional Communication	2008
Egerton University	Bachelor of arts in Communication and Media	2013
	Bachelor of Arts in English and Communication	2013
	Bachelor of Arts in Kiswahili and Communication	2013
Jomo Kenyatta University of Agriculture and Technology	Bachelor of Mass Communication	2013
	Bachelor of Science in Journalism	2016
Kabarak University	Bachelor of Mass Communication	2015
Kenya College of Accountancy (KCA)	Bachelor of Arts in Film Technology and Performing Arts	2015
	Bachelor of Arts in Journalism and Digital Media	2015
Kenya Methodist University	Bachelor of Arts in Communication and Journalism	2015
Kibabii University	Bachelor of Arts of Journalism and Mass Communication	2015
Laikipia University	Bachelor of Arts English and Communication	2013
	Bachelor of Arts in Kiswahili and Communication	2013
Maasai Mara University	Bachelor of Arts in Communication and Journalism	2016
	Bachelor of Arts in Communication and Public Relations	2016
	Bachelor of Arts in Kiswahili and Media Studies	2016
	Bachelor of Arts in Languages and Communication	2016
Masinde Muliro	Bachelor of Arts in Journalism and Mass Communication	2013
Moi University	Bachelor of Arts Linguistics, Media and Communication	2013
	Bachelor of Science Communication and Journalism	2013
	Bachelor of Science Communication and Public Relations	2013
Mount Kenya University	Bachelor of Arts Mass Media and Communication	2011
Multi Media University	Bachelor of Applied Communication	2013
	Bachelor of Journalism	2013
	Bachelor of Film Production and Animation	2013

Rongo University	Bachelor of Linguistics, Media and Communication	2013
	Bachelor of Science Communication and Journalism	2013
	Bachelor of Science Communication and Public Relations	2013
St. Paul's University	Bachelor of Arts in Communication	2007
	Bachelor of Arts Communication Studies	2016
United States International University (USIU)	Bachelor of Arts Film Production and Directing	2016
	Bachelor of Arts in Journalism	1999
	Bachelor of Arts Public Relations	1999
University of Kabianga	Bachelor of Science in Communication and Public Relations	2013
University of Nairobi	Bachelor of Arts In Broadcast Production	2013
	Bachelor of Arts in Journalism and Media Studies	2013
	Bachelor of Arts in Language and Communication	2013
Tangaza College	Bachelor of Arts in Social Communication	2006
Riara University	Bachelor of Communication in Multi Media Journalism	2017

Source: Commission of Higher Education website 2021

2.2 1 Unique Nature of Journalism Curriculum in Kenya Universities

The first media school in Kenya was KIMC set up in 1961 to train in journalism and mass communication at certificate and diploma level (KIMC, 2021). UNESCO was approached by Ministry of Education Kenya in 1968 to set up undergraduate programmes. UON-DJMC was set up by UNESCO with financial help from Denmark, Norway and Austria to serve students from Eastern and Central Africa. Until 1979 the school offered diploma programmes. Courses equipped students with both theoretical and practical skills. The department gave practical and theoretical knowledge in mass communication, international studies, economics and government. In 2006 the school started offering graduate programmes specialising in Bachelor of Arts in Journalism and Media Studies with specialization in, development communication, public relations, print journalism and broadcast journalism (UON-DJMC, 2021).

Over the years journalism training and practice has grown in Kenya and has been recognised as a legitimate field and got support from various institutions. The Kenyan government has promoted training in journalism and mass communication profession by funding government sponsored students through Higher Education Loans Board (HELB). Many universities have gone a notch higher to offer unique media programmes adapting to a curriculum that blends both theory and

skills matching with the changing media technology. Media training programmes offered in Kenya nurture students in areas like business, health, science, human rights and etc.

Daystar University opened its doors in 1972 as the second university to offer undergraduate media programmes in Kenya. Started by Mr and Mrs. Donald Smith in the couple's verandah and living room in Bulawayo- Zimbabwean the school later relocated to Kenya due to hostility for fight for independence. Mr and Mrs Smith are graduates from Oregon University. The degree programmes were initially offered under the auspices of Christian Liberal Arts Colleges in the United States, such as Wheaton University. The first bunch of students consisted of 35 students who were trained in communication. Daystar's is a Christian centred university associated with The Baptist Church. Today, the university offers courses in undergraduate Bachelor of Arts in Communication and Bachelor of Arts in Technical and Professional Communication (Daystar University, 2021).

Moi University programme is unique because it trains skilled journalists capable of working in the traditional book publishing sector. Other areas of interest are newspaper and magazine reporting and publishing, electronic media, public relations firms, producing company newsletters and reports and print-based sectors of the marketing and advertising industries (Moi University, 2021)

Multi Media University of Kenya was upgraded to full-fledged university in 2013 and rose to become the largest provider of degree programme in Film Production and Animation bridging the digital gap. The faculty is equipped with latest technology and training resources like I-Mac computers, multimedia PCs, professional TV studio cameras and state of the art audio and visual recording, editing and post-production equipment. It also runs TV and radio station that broadcasts 24 hours. Undergraduate programmes offered include degree programmes in Bachelor in Journalism, Bachelor of Film & Broadcast Production and Bachelor of Applied Communication. The school also offers short courses in animation and motion graphics, photography, photo journalism, video production and graphic design. Bachelor of Applied Communication (B.A.C) has two unique specializations, namely Corporate Communication and Health and Development Communication (MMU, 2022).

United States International University (USIU) started its Bachelors of Arts programme in 1999 with specialization in broadcast media, print media or public relations originally from the USA the school well- funded therefore well equipped. It draws students from all over the continent and benefits greatly from students conversant with international curriculum at high school level. The human and material resources help students acquire knowledge and skills in media courses. For instance at beginners level broadcast students are introduced to production at the early enough by involvement in pre-production. As they progress to third year they are taught production and editing as a final year project. The video section boasts of high tech studios for editing and production. The school operates the USIU-Africa 99.9 FM station which is administered and run by students and has programming that runs from Monday to Sunday with listenership of 5kms radius (USIU, 2022). It offers the Bachelor of Arts in Animation that promotes students with a passion for visual arts, drawing, storytelling and animation work. This programme promotes research in digital art by creating original content for TV, film, advertising and other similar media (USIU, 2022).

2.2 2 Establishment of Media Laboratories by Media Houses

The Nation Media Group Lab was set up in 2007 with the goal of training young journalists in digital media. In 2021 it ninth class of graduate trainees for the media lab was done in conjunction with Agha Khan University for a period of four months. Seventeen graduates with background training in law, criminology and journalism graduated. It drew its students from Kenya, Uganda and Tanzania. Training was designed to produce journalists competent in digital, print media and broadcast platforms (Chepkoech, 2021).

The Standard Group has a prestigious academy for training young trained journalists. The training is intense and takes several months. Areas of specialisation are multi -media combined with mentorship from experienced senior editors to guide and advise them. This venture prepares graduates for challenging positions in times when journalists are accountable by the public. This training has produces award winning stories. It has also promoted empowering in sources for content in ethical and social manner. Graduates assume their roles in print publications, television, radio and digital (Standard, 2021).

2.2.3 Role of Alumni in Curriculum Development

Most academic institutions have a long list of former students who are doing well in their careers and impacting the society positively. Alumni are used to lure students to join certain institutions and programmes. They are also used to gauge the effectiveness of programmes from universities. Former students can poke holes in training programmes they went through and give feedback on how to improve these programmes. Alumni also can link media training programmes to their day to day operations. The UON has an active journalism and mass communication programme that is active. In March 2019 the UON-DJMC alumni comprising of print, electronic, advertising, public relations and digital media announced the intention to boost media studies. These members professionally involved in media, academia and public relations endorsed the schools plan to review its media training curriculum. Alumni resources if trapped well will help institutions bridge the disconnection between learning and practice. The former director of the school Dr. Ndeti Ndati and his deputy Dr. Siringi said the move was important to align the journalism programme to changing dynamics of the world. Curriculum review would later coincide with the university's plan to unveil television and radio stations as well as online media platforms the same year (UON Alumni Association, 2019). The University has since improved its training curricula by establishing broadcast studios as suggested by the alumni.

2.2.4 Journalism Curriculum and Corona Virus Response

According to WJEC (2021) before COVID 19 journalistic instruction happened in classroom interaction where instructors played a central role in training sessions. The corona virus made universities change their teaching methods and movement to working stations. Classroom instruction is now offered in Google Zoom and Google Meet. The teachers and students are working from home, with almost daily teacher meetings on Zoom, Meet, Skype and Zoom. Recorded lectures, record tutorials: on news graphics, Photoshop, InDesign, WordPress and power point are used to teach (WJED, 2021).

According to UON Department of Public and Global Health (DPGH) (2021) the school responded to COVID 19 crisis by creating multi-media training projects. Since journalism is multi-disciplinary it greatly benefited from such projects. The project provided training materials in video form to front line health worker and community health workers to foster identification

and patient management. The still gives free lessons the iLearning SOMAS for students' flexible learning experience (UON DPGH, 2021).

2.2.5 Media Enrolment and Graduation Rates

Programmes offered in universities depend on nature of institutions establishment, market demand, resources, and control by professional bodies, space, facilities and teaching staff. By 2016 a bachelors in journalism and mass communication had 33 programmes in chartered universities, 7 in constituent colleges, 8 in private chartered universities, 1 in private university constituent colleges, 1 in university with letter of interim and lastly 1 private registered university. In total journalism and mass communication received 6494 students in the same year. In terms of graduation rates there were 1626 males and 1687 female from public universities while 633 males and 1433 females in private universities. A total of 5379 graduates joined the market in the same year (CUE, 2016). These numbers shows that journalism and mass communication is a course with high demand.

2.3 Theoretical Framework/Conceptual Framework

Efforts have been made to gather and summarise ideal attempts of journalism practice (Shoemaker and Reese, 1996; Schudson, 1998; Weischenberg, 1997; Cottle, 2000). These trials have not yielded results leading to a range of contrastable texts. A journalism theory should entail and promote for use across boundaries, local and social cultural level. The range of definitions of what journalism is calls for description for a journalism theory for personal use and working process of negotiating basic structure and injustice (Sparks, 1991; Van Zoonen, 1998a). Creation of theory should be based on results that provide set of protocols with evidence and provide what is known resulting to what is known (Ling and Joosten, 1999). According to Stenhouse (1975), curriculum gives important education ideas and plans that is open to questioning and lead to practice. Stotsky (2012) says a good journalism curriculum should attain given professional results and educational goals (Internes, 2021).

2.3.1 Reinforcement Theory /Behaviourism Theory/Learning Theory

Reinforcement theory is a positivists idea unravelled from the works of Thorndike and Skinner

and later advanced by Klapper in mass media. Behaviour is shaped by inner stimuli through inner tolerance. It argues that media confirms people believes and attitudes rather than influencing new ones (Schramm and Roberts, 1971). Joseph Klapper (1960) researched on the effects of mass media in communication where he found out that media does not have ability to change a persons attitudes, believes and behaviour are changed by family members, schools, communities and religious institutions. Media only changes thoughts if the person is likely to change. However, media can influence a person view on fashion and popular music (McQuail, 1983). Voting patterns study was carried out by (Lazarsfeld et al., 1944), he proved that media confirmed political opinions rather than change ones political stand. This has been criticised though because it examines a persons state rather than thoughts which Skinner ignored.

Training is shaped by what the school gives through its curriculum and reinforces future journalist using a relevant knowledge and skills taught in class. Training helps a journalist to combine what he received in an institution and society to provide quality journalistic work. McLeod (2007) states that Skinner is regarded as the father of operant conditioning. Skinner (1938) suggests changing of conduct by the use of reinforcement which is given after the specified reaction. His work was based on Thorndike's (1905) law of effect which states that behaviour which is reinforced tends to be repeated (strengthened); behaviour which is not reinforced tends to die out or be extinguished (weakened). Heath (2007) says that reinforcement theory was applied by Clapper to counter the known media effects theory which had become popular in the 20th century.

In the twenty first century scholar John B. Watson noted that people could be subjected for studies just like animals. A persons conduct could be studied the way animals are studied in natural sciences (Minton, 2002). This theory was fine tuned by Skinner who argued that education process is developed through reinforcement and conditioning. Skinner argued that you could predict behaviour and manipulate the process of learning that would help shape behaviour. He also said development of learning could be invented. Instructors don't learn through experience but need scientific analysis of behaviour (ibid). A teachers' role is to help a student learn independently.

2.4 Research Gaps

A journalist should be good in reading with background knowledge in history, geography, economics, literature and culture in diverse. Joseph Pulitzer (1992) states “Journalism is, or ought to be, one of the great and intellectual professions” (quoted in Dickson, 2000, p. 10). Many in journalism agree with Bill Kirtz, who is now a journalism professor who noted that best journalists are the best learned applying skills and knowledge and moral standards in their practice. They need to be informed of what is at the core of the liberal arts tradition, to be found in literature that explore history, culture, politics and science. How can a reporter distinguish a fake from a trend without the background and cultural literature provided by a solid liberal arts foundation (Kirtz, 1997)?

European institutions introduce liberal arts base in secondary education while in others regions Liberal Arts is part of undergraduate programme. Educators in the U.S are aligned to liberal professional model. The believe is that a liberal arts education prepares journalists for long term learning, research, think critically, analyse problems and combine skills and knowledge. The integration of communication studies and journalism grew out of a blend of bureaucratic expediency and a lack of understanding of journalism," Medsger writes (1996, p. 55). The absorption of traditional journalism education into the larger discipline of communication studies was politically and economically motivated. "The absorption was not result from an altruistic desire for new philosophical understandings but a new commitment to academic or professional excellence" (ibid). Journalism schools are built around four orientations: Liberal Arts. Communication studies, languages and literature and English, History and Foreign Languages. In other areas it is not clear however which orientation best suits journalism education. Perhaps this remains a topic of discussion for another day.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Methodology is the technique on how research should be conducted to achieve desired outcomes. It entails expectations, ideas and procedures in a particular inquiry. According to Schwarzt (2007), Creswell and Tashakkori (2007), and Teddlie and Tashakkori (2007), research approaches explore the ideas and issues that are suitable for research, topics of research, results that can be examined, presentation of problem and selection and advanced means of information gathering.

3.2 Study Site

The research was carried out in Nairobi, the capital city of Kenya. The researcher and the three potential UNESCO excellence centres are located in this city. Nairobi is densely populated, therefore providing a large number of student populations. Universities that are not located in the city have satellite campuses in this town. It has a robust economy that runs to late evening, therefore attracting evening, parallel or module two students who study after work. Students shy away from government-sponsored programmes tailored to them by Kenya Universities and Colleges Central Placement Service (KUCCPS) and those who want to advance their career also join module two programmes. The city is centralised and has a high employment rate compared to other towns. There are also many political, social, cultural and political activities which provide good training grounds and experiences for journalism. Workers in Nairobi are paid fairly well compared to other towns in Kenya, which trickles down to the availability of tuition resources for undergraduate media programmes which charge fairly high.

3.3 Study Population

The study population was identified in advance, dividing them into a category of suitability. The consequences that these categories would have on the study, ability to gather and participation of the population was considered (Friedman, et al., p. 30). Population are participants or objects with similar character traits to help researchers reach conclusions. They may include people, groups or organisations that form a sample. The target population was universities in Kenya offering undergraduate programmes in Journalism and Mass Communication studies that were

identified by UNESCO as journalism excellence centres. These institutions are two in number i.e. UON-DJMC and Daystar University School of Communication. The researcher got information from the two institutions and drew valid conclusions.

3.4 Research Design

Any researchable discipline of study is a plan that is used to indicate structure of research (Punch, 2014). It is a process of choosing subjects, area of research and information collection methods that would give desirable feedback on research questions. The researcher employed descriptive research that depicted scenario as it is. The researcher collected data without altering the research groups that led to the answering of the objectives of the study. Descriptive research entailed gathering information that reports, organises, tabulates, depict and describe collected data (Glass & Hopkins, 1984). Descriptive design gets information from what can be seen and inquiry techniques are used to probe and collect describe information (Borg & Gall, 1989). These kinds of research could be used to explain multimedia consumption in schools or order of activity outcome from group of work at the computer. An example of this is Cochenour, Hakes, and Neals (1994) study of the patterns in compact motion media applications with education and the private area. In this case the writer was inquiring undergraduate curriculum and what made it excel in teaching journalism and media studies. Descriptive research is vital in educational research because it adds to our knowledge base about what happens in schools and examining relationship patterns between specific variables.

3.5 Research Approach

Are plans and procedures of research studies that show steps starting from a wide approach to a detailed specific method of data gathering, breakdown and summary. The choice of research approach is based on form of research challenge or problems being investigated, understanding of the researcher and audience of the study. This studies applied mixed method research approach that incorporated essentials of both qualitative and quantitative data analysis. Mixed method research questioning includes gathering both qualitative and quantitative data, blending together the two forms of data using thoughts, suggestions and ideal experiences. Mixed method research gives more information that allows data triangulation. Triangulation allows for data

comparison from more than two sources. Correct results from various sources and tools expand the chance to get through threats of factors affecting results.

The researcher triangulated data obtained from tools of research which targeted data from curricula, students and instructors (Denzin, 1973, p.301). The purpose of data triangulation is to arrive at different but corresponding data on the same topic (Moose, 1991, p.122). Also, to be aware of the research problem, enlightenment, affirming and exploring results got from other choices (Carvalho and White, 1997). Triangulation helps to remove unfairness. The aim was gather different advantages and non- clashing disadvantages of qualitative methods with quantitative ones (Patton, 1990). The researcher compares and contrasts quantitative statistical results with qualitative findings to prove or enlarged quantitative results with qualitative data. Data was described, coded, translated and meaning deduced.

3.6 Sample Size and Sampling Procedures

A sample can be a person, group or organisation that share similar characteristics where data will be obtained or study elements suitable for study.

3.6.1 Sample Size

Sampling frame included curricula from Daystar School of Communication and UON-DJMC, two administrators from the two schools and ten media instructors five from each institution and lastly ten students for each specialization - five from each institution. First sample was drawn from two institutions because these two universities are popular for undergraduate media courses and receive high enrolment rates. They are also among the pioneers of journalism and mass communication programmes in Kenya.

Table 3.1: Sample Size

The first sample came from curricula for journalism and mass communication from the two schools. The second sample came from administrators of the two media schools. UON is headed by Dr. Silus Oriaso while Daystar is administered by Dr. Levi Obonyo. Both were interviewed and they gave their knowledge about heading these schools using their expertise in the field of

curriculum. Face to face interview was carried out where the directors gave their input at length. Third sample was lecturers from both schools; five from each institution. Lecturers are suitable sample because they implement the curricula. Questionnaires were administered to five lecturers from each institution. Final year students also received questionnaires. Anonymous questionnaires were sent by Google forms, filed and returned.

Institution	Programme	Specialisation
UON-DJMC	Bachelor of Arts (Journalism and Media Studies)	Print Journalism Public Relations Development Communication
	Bachelor of Arts (Broadcast Production)	Radio Television
Daystar	Communications Major	Radio Television Print Media Public Relations Advertising
	Bachelor of Arts in Technical & Professional communication	Organisational Communication

3.6.2 Sampling Procedures

Sampling is the process of examining possible subjects of investigations. Purposive or judgemental sampling was used. Purposive sampling is where the researcher selects documents or members or participants according to the researchers convenience. The researcher employed this method because of the small number of participants. She identified themes, concepts, indicators through sight and reflection. Rather than examining everything the researcher determined which documents met the objectives. The unit of analysis was course units or course codes and time allocated for each course. The researcher analysed major courses which include foundations of journalism, reporting & writing, broadcast reporting, multimedia/online journalism, media law, media ethics, media & society, newspaper workshop, broadcast

workshop, magazine workshop, etc. Elective courses as well as courses that are unique to each curriculum were also sampled. Internship/placement and project work and portfolios which contributed to development of skills in areas of specialisation were included too among other inputs from administrators and instructors.

3.7 Data Collection Methods

Is the process of putting together and evaluating information change beneficial in an orderly manner that allows researchers to research questions, test and evaluate results.

3.7.1 Quantitative Data

Data was expressed in number form.

3.7.1.1 Data Coding

Data coding is the process of converting qualitative data to quantitative for easy interpretation. Quantitative data analysis uses special numbers called codes to divide information into numbers form, which the researcher then uses to derive meaning and achieve associations. Coding is the process of changing data to number of occurrence to meaning and understanding nature. It is the best way of being precise and presenting data so as to account for the document. Data was coded from the questionnaire by assigning a special code to a particular answer from the questionnaires. By coding the researcher classified and attached ideal pointers to practical.

3.7.1.2 Document Analysis

Documents can be classified as public or private. Curriculum is a public record appearing in hard or soft copy and can be accessed by students, parents, government officials and instructors or anyone interested in scrutinizing it. Some higher learning institutions have their curricula appearing online. Records can be in tangible forms such as CDs, computer database, websites, photographs, paper, maps DVDs or stored on electronic media. How the information stored is not an issue but it is the nature of the information that determines whether it's a public record or not (Missouri, 2022). In document analysis texts are scrutinized and interpreted to draw conclusions

and give meaning to research objectives (Bowen, 2009). The researcher treated the curricula as the respondent that gave the researcher relevant information. The researcher asked questions then highlight the answers within the text. Research questions were on precise and on point so that the concept types are not open to interpretation and can be summarised. Another technique was noting the number of occurrences where the researcher numbered the use specific terms and arrange the number of times and amount of occurrences within the document. The text was organised to answer the main objectives. Data was identified and selected; unit of analysis organised into categories and finally interpreted according to category. Data was analysed, summarised and conclusions drawn.

3.7.1.3 Questionnaires

A questionnaire is a group of questions drafted to give information from an informant to a respondent when asked by a researcher or completed unaided by the respondent. The researcher used a structured questionnaire that contained both open ended and closed ended questions depending on how the questions were framed and asked. An open ended questionnaire is one in which possible subjects are not given in advance. Each respondent statement was recorded as fully as possible and in their own words. Open ended questions were useful for getting complex issues and inquiring topics concerning beliefs, attitudes, and practices. Questionnaires were used to collect information from journalism instructors and students. The questionnaire formed the second form of quantitative data collection and their content was driven from literature reviewed. The questionnaire was administered to five lecturers and five students for each course in each institution. The purpose of the questionnaire to journalism instructors was obtaining information about the curriculum because they are the ones who implement it. Students were also involved because they are the one who consume the curriculum. Final year students for each course from each institution that had extensively covered the curriculum were targeted.

3.7.2 Qualitative Data

Qualitative data contain text in document form. In analysing this data the researcher employed deductive logic that analyses from general to specific. This was done to determine if it supported the hypothesis of answered research questions.

3.7.2.1 Interviews

The principals were contacted through E-mail, short text messages and phone calls. The UON director was interviewed in camera using Google meet while the director from Daystar had face to face interview. Structured interviews were conducted to the two schools of journalism administrators. Their responses were recorded with their permission. Interviews were carried out to get relevant information. This enabled the researcher to get first-hand information from the directors' experiences, challenges, doubts and opinions. An interview schedule was compiled in which the interview questions were outlined and sent in advance. The questions were mostly open ended, making it possible for the interviewer to add new questions during the interviewing process, depending on the responses of the participants. For the purpose of this research the researcher used a mobile phone recorder and note book at the same time. The interview was carried out in their offices which had secure, private and comfortable surrounding and also served as a place which was convenient for them. This made sure that the interviewees remained comfortable in their own surroundings and that they did not feel intimidated during the process. Information obtained was used for this research only and remained private and confidential. This was achieved obtaining their permission to record them as they responded to the questions. The researcher got informed consent by explaining the objectives of the study, confidentiality, and the procedures adopted in conducting the interviews. She also provided a letter of informed consent to the interviewees to read and sign and also signed it in their presence. As an interviewer, I served only as a facilitator who encouraged the interviewees to respond. This was achieved by adopting a neutral tone and non-judgmental approach towards them. The researcher also developed a jovial attitude by creating a friendly atmosphere where the interviewees also encouraged the request to repetition of any question in the event that they did not understand a particular question.

3.8 Data analysis and Presentation

Data analysis is the collection, processing, classification and presentation of data. It aids the researcher to answer the research questions and make informed decisions. Primary data sources were questionnaires, interviews and documents, and secondary data were obtained from literature. This study used text analysis where the researcher describe and interpret the characteristics of recorded or visual messages in order to describe the content, structure, and

function of messages contained in text. When doing this analysis the researcher considered choosing the types of texts to investigate, sourcing appropriate texts, and determining the specific approach to use to analyse them. There are two general categories of text: Records of communications (verbatim recordings) and results of communications (messages created by communicators). The processed data helped extract information from it. The processed data were also displayed in graphs, charts, maps, images, texts and images.

3.9 Ethical Consideration

Research ethics entails needs on daily commitment to communities and society, the respect of dignity of respondents and the publishing of the information in the research. The researcher obtained a letter of introduction from UON-DJMC where she is a student. The researcher being a student in one of the potential UNESCO excellence centres, declared to avoid conflict of interest and bias. The researcher avoided misleading information and representation of primary data findings in a biased way by maintaining high level of representation in discussions and analysis throughout the research. Confidentiality refers to handling information concerning the respondents in a private and respectable manner. The researcher confided to the respondents that their names and the names of their schools would be handled in a strict manner. This aspect included the principle of trust in which the researcher assured the participants that their trust would not be broken for personal gain or benefit or tarnish the name of the institution, by deceiving or betraying them in the research route or its future publications (Lubbe, 2003:41).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Overview

This chapter focuses on findings of the study, analysis and interpretation of data obtained from the relevant documents, questionnaires and interviews. The examination focussed on examining curricula from Daystar University School of Communication and UON-DOJMC. Media courses taught in the two schools were categorised in line with research objectives. This chapter is presented into sections according to the objectives of the study.

4.2 Content Analysis

A quantitative data analysis of the curricula from UON-DOJMC and Daystar University School of Communication was done. In undertaking the analysis focus was given to both major and minor course geared towards answering research questions. According to Krippendoff (2004), content analysis gives room for ordering and reproducing text as it appears. Further, he defines quantitative data analysis as formation and use of destined categories to improve perception and illustration of curricula that can be counted and quantified.

4.2.1 To Examine the Nature of Media Training Curricula

By 1992 AEJM it begun to push J-schools to cover topics that enlighten students to synthesize, cover, communicate, relate to cultural, racial and diversity in the community (Ruggles, 1993). Media training institutions ought to focus on those courses devoted entirely to responding or educating students about the media's relationship with the community and other subjects. Also, it should assess the level to which journalism programmes relate with these disciplines in their studies to make them informed. Journalism is a skill that helps students sharpens the skills they already have to make them better story tellers. This analysis comprised of both electives and non-electives (major and minor) units offered at first and second year of study. In this analysis the number of training hours was used as criteria for determining emphasis given to each course.

Table 4.1: Nature of undergraduate media training curricula

Units	Daystar		UON-DJMC		Total	
	Hours	%	Hours	%	Hours	%
Christianity Courses	270	21.4	0	0	270	11.5
Communication and Culture	90	7	45	4.2	135	5.9
African Society & Trade Relations	30	2.4	0	0	30	1.3
Hist. Found. Of Modern World	45	3.6	0	0	45	1.9
Introduction to Philosophy	30	2.4	45	4.2	75	3.2
Physical Sciences	30	2.4	0	0	30	1.3
Health and Physical Fitness/Health	15	1.2	45	4.2	60	2.6
Introduction to Political Sciences/Communication	60	4.8	45	4.2	105	4.5
Advanced Reading	45	3.4	0	0	45	1.9
Advanced Writing	90	7	45	4	135	5.9
Introduction to Communication	0	0	45	4.2	45	1.9
Introduction to Economics	30	2.4	45	4.2	75	3.2
Basic Mathematics	30	2.4	0	0	30	1.3
Biology	30	2.4	0	0	30	1.3
Environmental Science	30	2.4	0	0	30	1.3
Basic Computer Knowledge	30	2.4	45	4.2	75	3.2
Music	30	2.4	0	0	30	1.3
Literature	30	2.4	0	0	30	1.3
Art	30	2.4	0	0	30	1.3
Public Speaking	45	3.6	45	4.2	90	3.8
Introduction to Mass Media	45	3.6	45	4.2	90	3.8
Statistics for Comm. Research	45	3.6	0	0	45	1.9
Comm. Research Design	45	3.6	0	0	45	1.9
Comm. Systems in Africa	45	3.6	0	0	45	1.9
Communication Ethics & Law	45	3.6	45	4.2	90	3.8
Strategies of Communication	45	3.6	0	0	45	1.9
Anthropology	0	0	45	4.2	45	1.9
Science and Technology in Development	0	0	135	12	135	5.9
English for Journalists	0	0	45	4.2	45	1.9
Kiswahili for Journalists	0	0	45	4.2	45	1.9
Psychology of Communication	0	0	45	4.2	45	1.9
Culture and Performing Studies	0	0	45	4.2	45	1.9
Fundamentals Development	0	0	45	4.2	45	1.9
Fundamentals of Communication Theories	0	0	45	4.2	45	1.9
Fundamentals of Print Journalism	0	0	45	4.2	45	1.9
Fundamentals of Broadcast Journalism	0	0	45	4.2	45	1.9
Fund. of Public Relations and Advertising	0	0	45	4.2	45	1.9
Total	1260	100	1080	100	2340	100

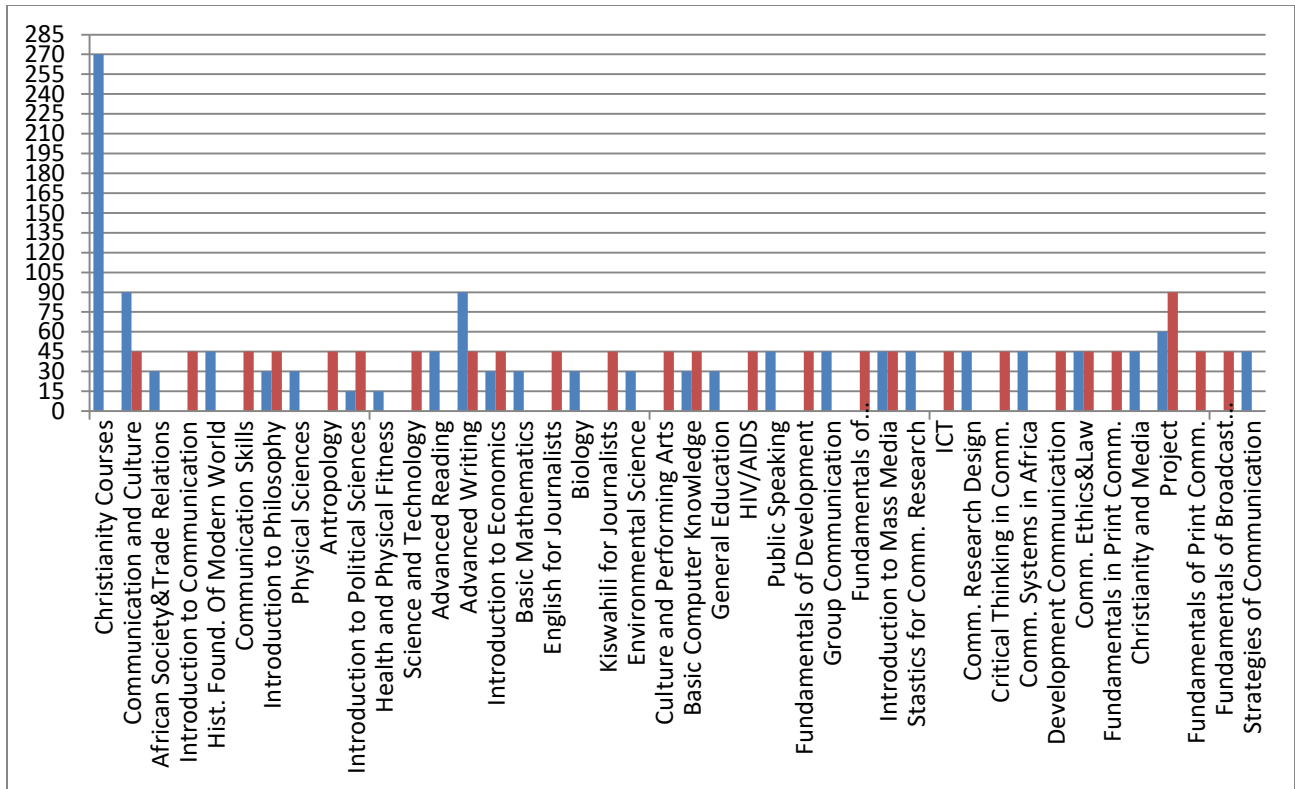


Figure 4.1: Nature of undergraduate media training curricula for the two schools

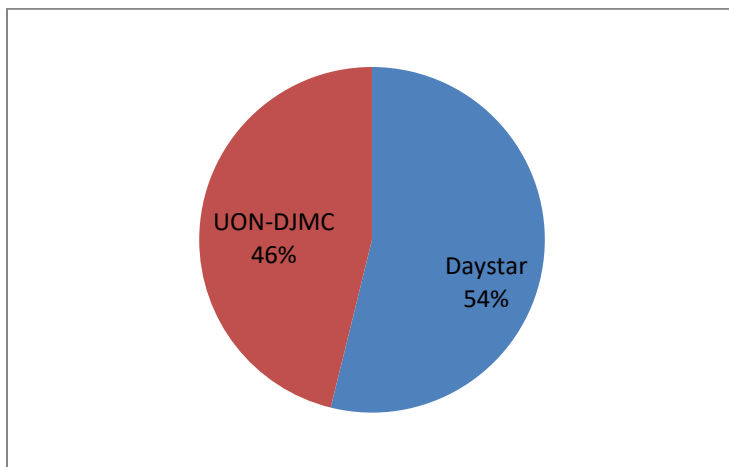


Figure 4.2: Nature of undergraduate media training curricula for the two schools

4.2.2 To Establish the Similarities and Differences of Undergraduate Media Training Curricula at UNESCO Excellence Centre in Kenya

Main areas of training are broadcast, print, public relations, development communication, technical & professional communication and advertising.

Table 4.2: Similarities and differences of undergraduate broadcast training curricula

Units	UON-DJMC		Daystar		Total	
	Hours	%	Hours	%	Hours	%
General Courses(1st&2nd year)	1080	48	1260	48	2340	48
Communication Research	90	4	90	3.49	180	3.69
Media and Entertainment Law	45	2	45	1.71	90	1.85
Broadcast News Production	45	2	45	1.71	90	1.85
Scriptwriting	45	2	0	0	45	0.92
Business Reporting and Writing	45	2	45	1.71	90	1.85
Human Rights Journalism	45	2	0	0	45	0.92
Studio Equipment Operations/Video Production	45	2	45	1.71	90	1.85
Radio News Programme Writing and Production	90	4	0	0	90	1.85
Television News Programme Writing and Production	90	4	0	0	90	1.85
Investigative Journalism	45	2	0	0	45	0.92
Human Health Communication	45	2	0	0	45	0.92
Production Planning, Research and Management	45	2	45	1.71	90	1.85
Online Journalism	45	2	0	0	45	0.92
Media and Conflict Resolution	45	2	0	0	45	0.92
Reporting on Humanitarian Issues	45	2	0	0	45	0.92
Media Management and Entrepreneurship	45	2	0	0	45	0.92
Editing for Radio and Television	45	2	0	0	45	0.92
Announcing and Presentation Techniques	45	2	0	0	45	0.92
Broadcasting in the Digital Interactive Revolution	45	2	0	0	45	0.92
Public Speaking	0	0	45	1.71	45	0.92
Introduction and Group Communication	0	0	45	1.71	45	0.92
Introduction to Mass Media	45	2	45	1.71	90	1.85
Communication Systems in Africa	0	0	45	1.71	45	0.92
Strategies of Communication	0	0	45	1.71	45	0.92
Christianity and Media	0	0	45	1.71	45	0.92
Writing for Broadcast	0	0	45	1.71	45	0.92
Broadcast Techniques	0	0	45	1.71	45	0.92
Audio Production	0	0	45	1.71	45	0.92
Writing for Screen	0	0	45	1.71	45	0.92
Broadcast Electives	0	0	495	18.86	495	10.09
Industrial Attachment	45	2	45	1.71	90	1.85
Project	90	4	60	2.29	150	3.17
Total	2250	100	2625	100	4875	100

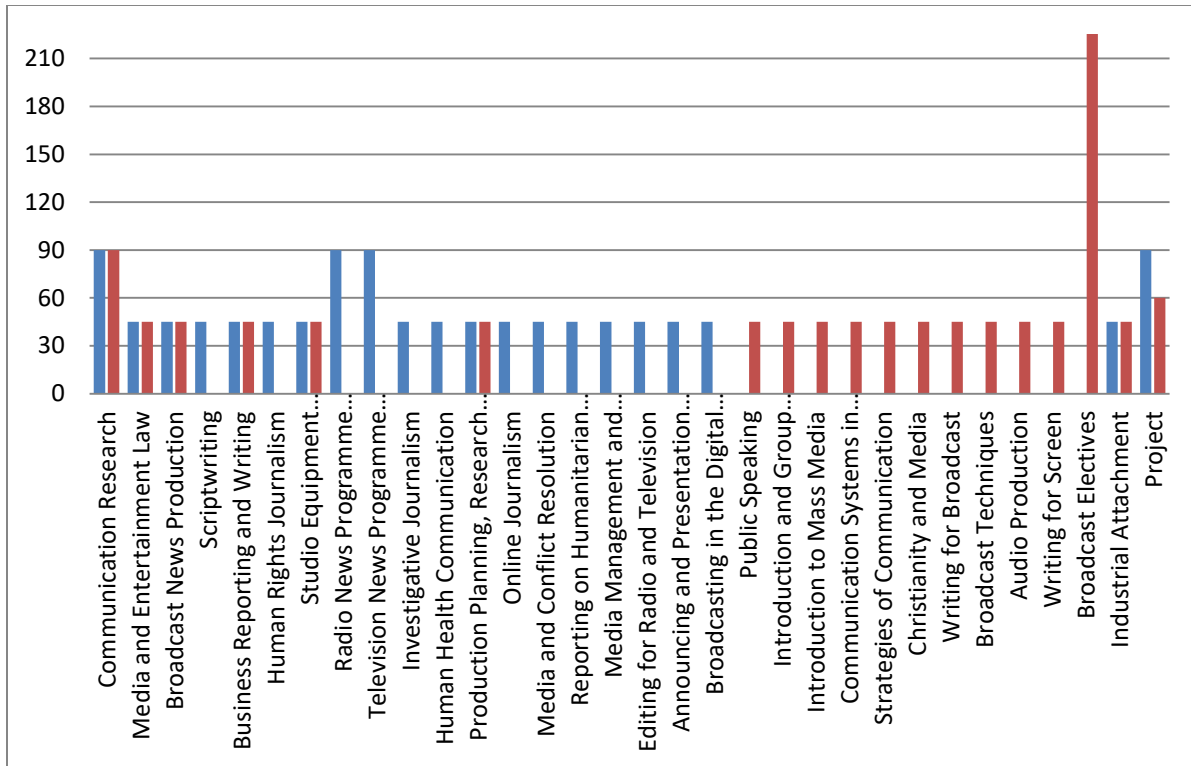


Figure 4.3: Similarities and differences of undergraduate broadcast curricula

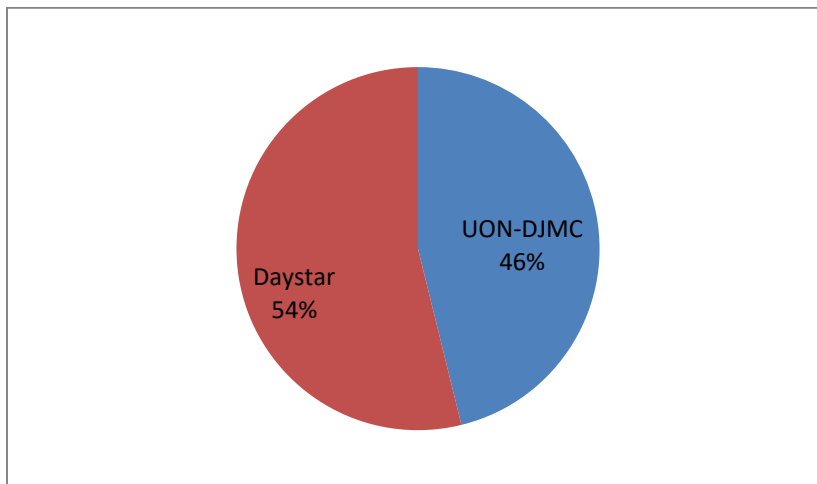


Figure 4.4: Similarities and differences of undergraduate broadcast curricula

Table 4.3: Similarities and differences of undergraduate print media training curricula

Units	UON-DJMC		Daystar		Total	
	Hours	%	Hours	%	Hours	%
General Courses(1st&2nd year)	1080	48	1260	51.53	2340	49.84
Communication Research	90	4	90	3.68	180	3.83
Media and Entertainment Law	45	2	45	1.84	90	1.92
News Writing and Reporting	90	4	45	1.84	135	2.9
Feature Writing	45	2	45	1.84	90	1.92
Business Reporting and Writing	45	2	90	3.68	135	2.9
Human Rights Journalism	45	2	0	0	45	0.95
Photojournalism	90	4	45	1.84	135	2.9
Editing and Desktop Publishing	45	2	45	1.84	90	1.92
Human Health Communication	45	2	0	0	45	0.95
Environmental Journalism	45	2	0	0	45	0.95
Critical Review and Writing	45	2	0	0	45	0.95
Online Journalism	45	2	45	1.84	90	1.92
Newspaper Management and Production	90	4	45	1.84	135	2.9
Reporting on Humanitarian Issues	45	2	0	0	45	0.95
Media and Conflict Resolution	45	2	0	0	45	0.95
Investigative Journalism	45	2	0	0	45	0.95
Stylistics	45	2	0	0	45	0.95
Opinion and Editorial Writing	90	4	45	1.84	135	2.9
Public Speaking	0	0	45	1.84	45	0.95
Introduction and Group Communication	0	0	45	1.84	45	0.95
Introduction to Mass Media	0	0	45	1.84	45	0.95
Communication Systems in Africa	0	0	45	1.84	45	0.95
Strategies of Communication	0	0	45	1.84	45	0.95
Christianity and Media	0	0	45	1.84	45	0.95
Print Electives	0	0	270	11.04	270	5.75
Industrial Attachment	45	2	45	1.84	90	1.92
Project	90	4	60	2.47	150	3.18
Total	2250	100	2445	100	4695	100

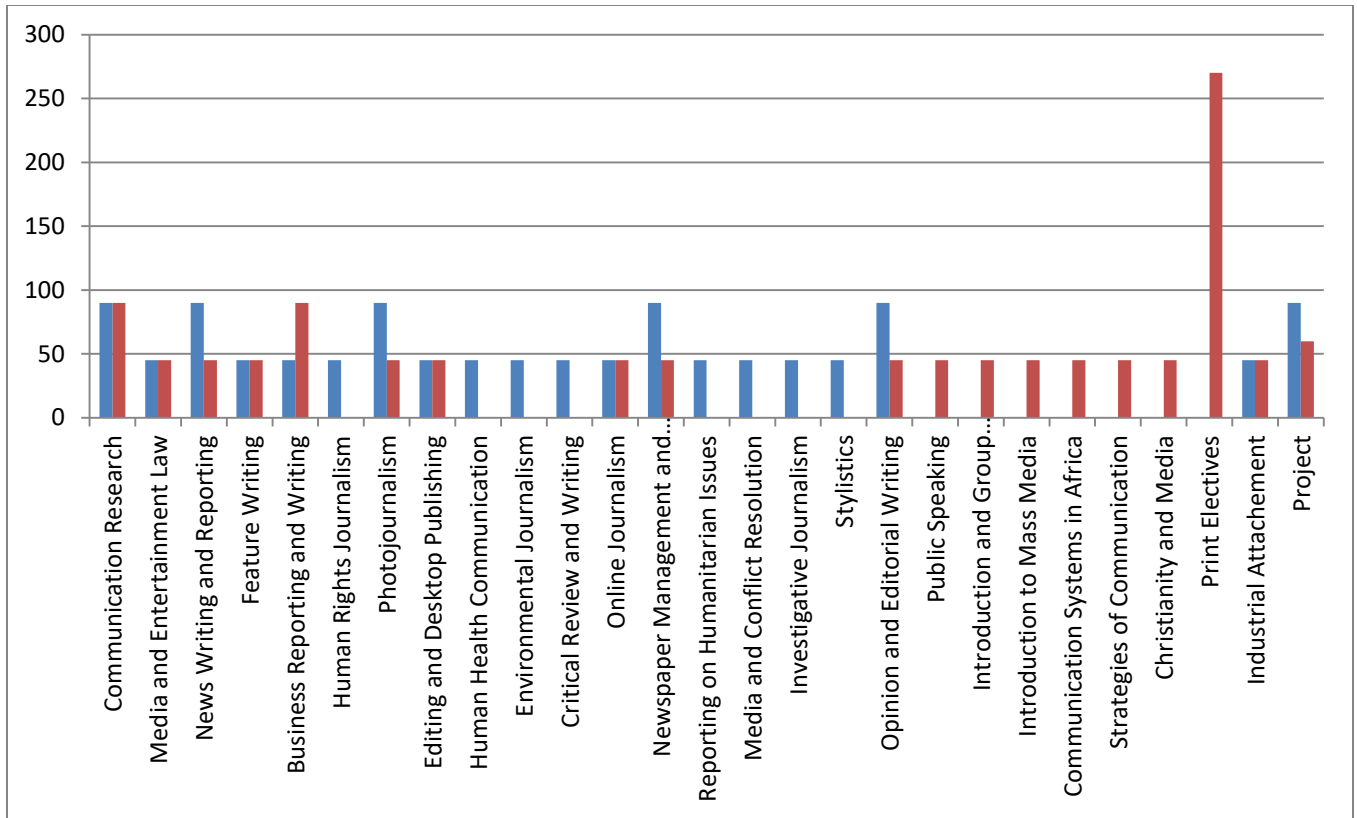


Figure 4.5: Similarities and differences of undergraduate print media training curricula

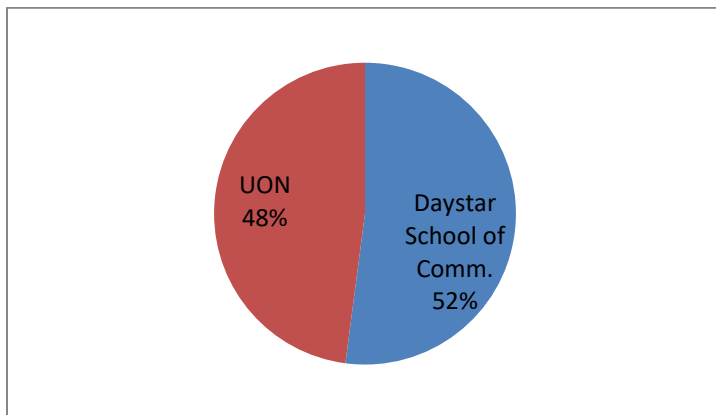


Figure 4.6: Similarities and differences of undergraduate print media training curricula

Table 4.4: Similarities and differences of undergraduate public relations curricula

Units	UON-DJMC		Daystar		Total	
	Hours	%	Hours	%	Hours	%
General Courses(1st&2nd year)	1080	47.30	1260	52.5	2340	49.85
Communication Research	90	3.95	90	3.75	180	3.83
Media and Entertainment Law	45	1.96	45	1.87	90	1.91
Principles, Practices and Theory of Public Relations	90	3.85	45	1.87	135	2.87
Public Speaking	45	1.96	45	1.87	90	1.91
Integrated Marketing Communication	45	1.96	0	0	45	0.96
Corporate Communication	45	1.96	0	0	45	0.96
Principles of Advertising	45	1.96	0	0	45	0.96
Communication and Human Rights	45	1.96	0	0	45	0.96
Crisis and Conflict Communication	45	1.96	0	0	45	0.96
Advertising Copy Writing and Consumer Behaviour	45	1.96	0	0	45	0.96
Public Relations Management	90	3.85	45	1.87	135	2.87
Management and Entrepreneurship	45	1.96	0	0	45	0.96
Photography for Public Relations	45	1.96	0	0	45	0.96
Industrial Relations	45	1.96	0	0	45	0.96
Financial Public Relations	45	1.96	0	0	45	0.96
Lobbying	90	3.95	45	1.87	135	2.87
Customer Relations	45	1.96	0	0	45	0.96
Media Relations	45	1.96	0	0	45	0.96
Comm. and Humanitarian Issues	90	3.85	0	0	90	1.91
Introduction and Group Comm.	0	0	45	1.87	45	0.96
Introduction to Mass Media	0	0	45	1.87	45	0.96
Writing for Business	0	0	45	1.87	45	0.96
Communication Systems in Africa	0	0	45	1.87	45	0.96
Strategies of Communication	0	0	45	1.87	45	0.96
Christianity and Media	0	0	45	1.87	45	0.96
Writing for Newspapers	0	0	45	1.87	45	0.96
Writing for Broadcast	0	0	45	1.87	45	0.96
Public Relations Writing	0	0	45	1.87	45	0.96
Publishing and Editing Skills	0	0	45	1.87	45	0.96
Electronic Publishing and Design	0	0	45	1.87	45	0.96
Public Relations Electives	0	0	225	9.36	225	4.79
Industrial Attachment	45	1.96	45	1.87	90	1.91
Project	90	3.85	60	2.6	150	3.20
Total	2295	100	2400	100	4695	100

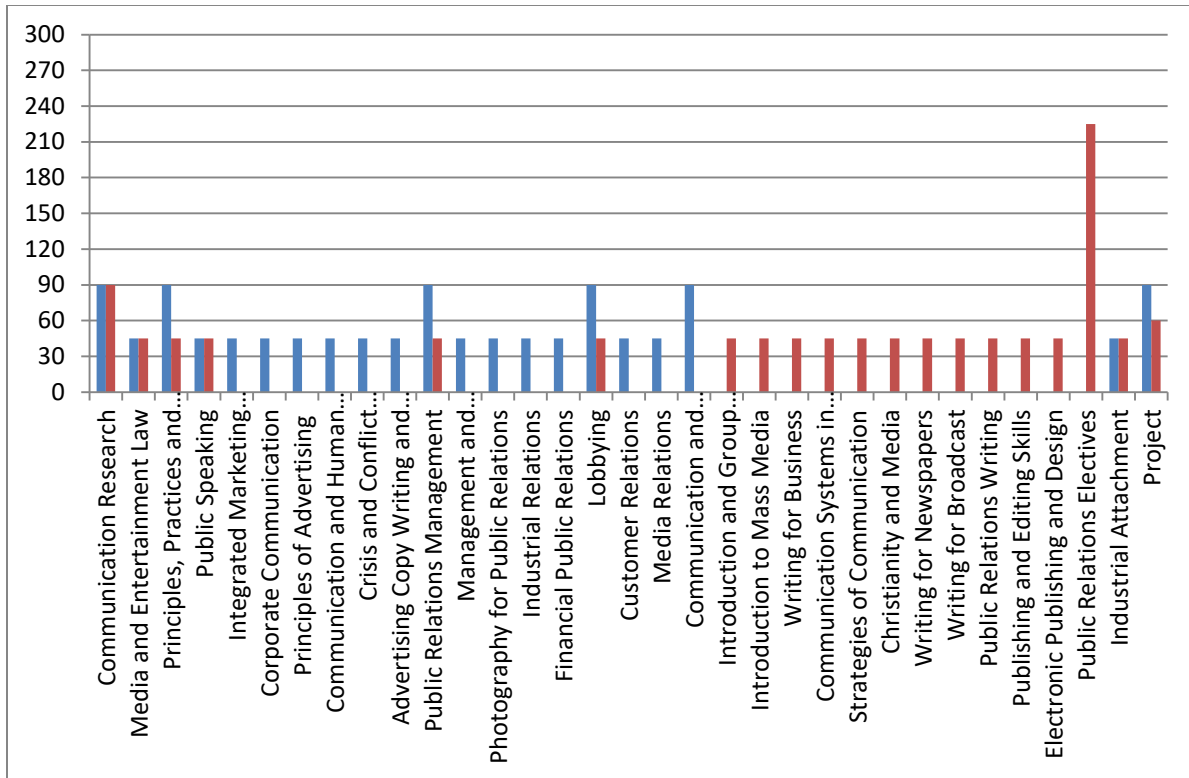


Figure 4.7: Similarities and differences of undergraduate public relations curricula

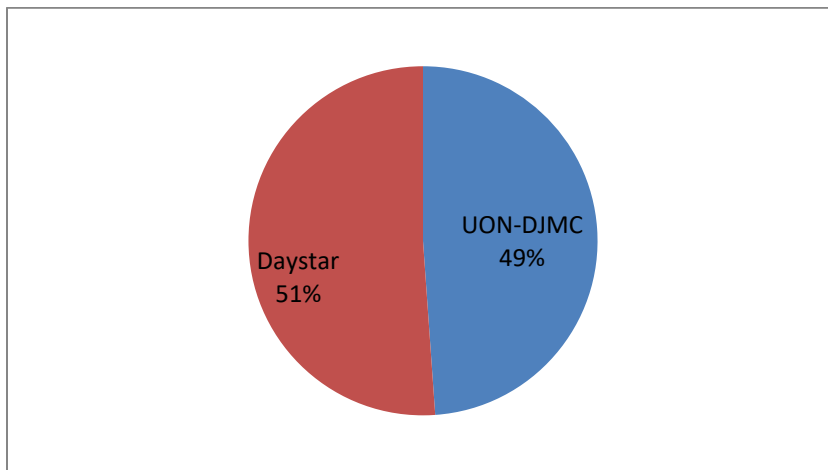


Figure 4.8: Similarities and differences of undergraduate public relations curricula

Table 4.5: Undergraduate development communication training curriculum

Units	UON-DJMC	
	Hours	%
General Courses(1st&2nd year)	1080	47.08
Introduction to Communication Research	90	3.92
Media and Entertainment Law	45	1.96
Organizational Communication	45	1.96
Advanced Development Communication and Practice	90	3.92
Communication and Behaviour Change	45	1.96
Information, Education, Communication	90	3.92
Project Specialization Proposal Writing	90	3.92
Statistical Methods	45	1.96
Management and Entrepreneurship	45	1.96
Communication and Human Rights	90	3.92
Communication Policy	90	3.92
Case Studies in Development Communication	90	3.92
Communication and Conflict	45	1.96
Communication and Technology	45	1.96
Health Communication and Development	45	1.96
Communication Planning	45	1.96
Communication and Humanitarian Issues	45	1.96
Industrial Attachment	45	1.96
Project	90	3.92
Total	2295	100

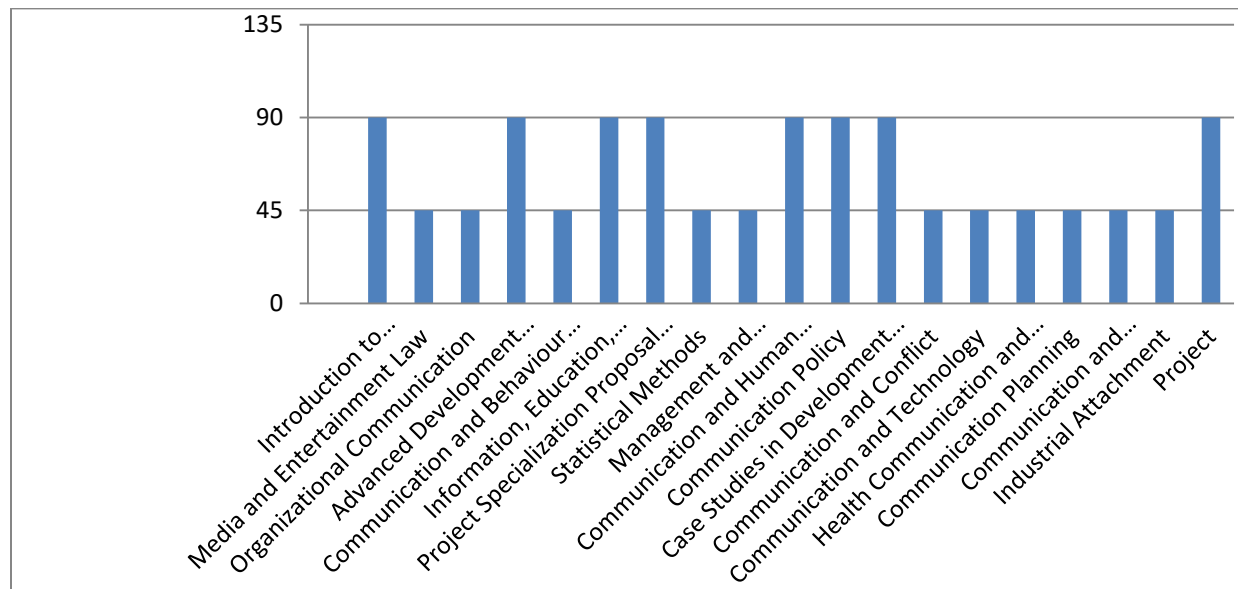


Figure 4.9: Undergraduate development communication training curriculum

Table 4.6: Undergraduate advertising communication training curriculum

Units	Daystar	
	Hours	%
General Courses(1st&2nd year)	1260	54.54
Public Speaking	45	1.95
Group Communication	45	1.95
Introduction to Mass Media	45	1.95
Writing for Business	45	1.95
Statistics for Communication Research	45	1.95
Communication Research and Design	45	1.95
Communication Systems in Africa	45	1.95
Communication Ethics and Law	45	1.95
Strategies of Communication	45	1.95
Christianity and Media	45	1.95
Writing for Broadcast	45	1.95
Persuasion	45	1.95
Photography	45	1.95
Creative Graphic Arts	45	1.95
Advertising	45	1.95
Writing Advertising Copy	45	1.95
Electronic Publishing and Design	45	1.95
Management and Research in Public Relations	45	1.95
Advertising Electives	135	5.83
Industrial Attachment	45	1.95
Project	60	2.58
Total	2310	100

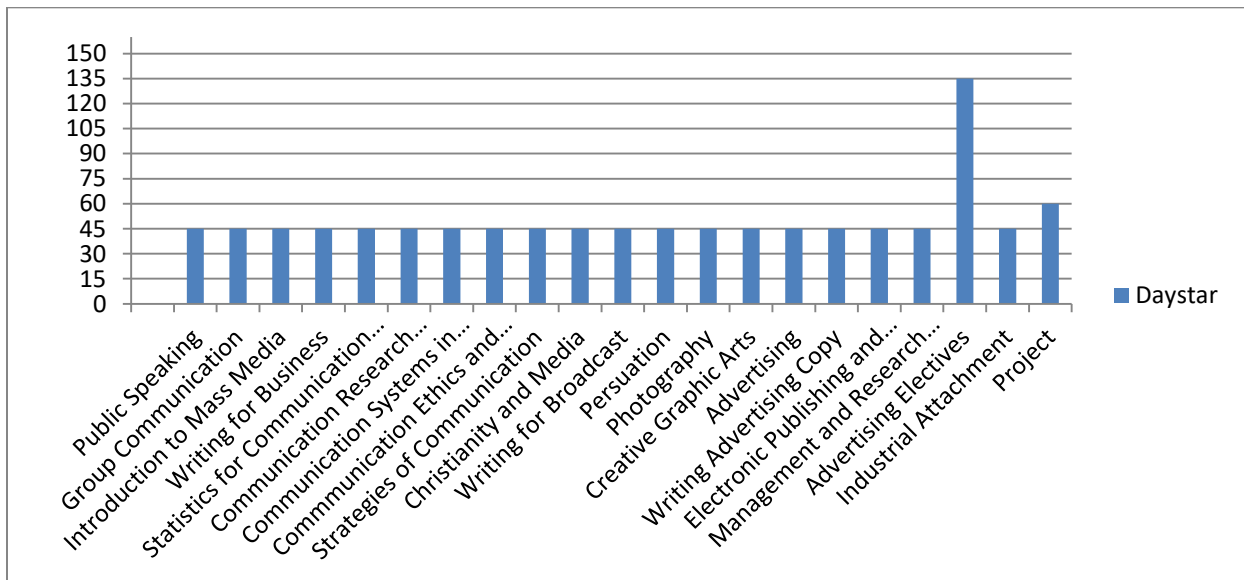


Figure 4.10: Undergraduate advertising communication training curriculum

Table 4.7: Undergraduate BA Technical and Professional communication curriculum

Units	Daystar	
	Hours	%
Christianity Courses	120	4.52
Communication and Culture	90	3.39
Christianity and Islam in Africa	30	1.14
Introduction to Philosophy	45	1.69
Physical Science	30	1.13
Introduction to Political Science	15	0.56
Health and Physical Fitness	15	0.56
Advanced Reading	45	1.69
Advanced Writing	45	1.69
Introduction to Economics	30	1.14
Biology	30	1.14
Environmental Science	30	1.14
Basic Computer Knowledge	30	1.14
General Education	30	1.14
Technical and Professional Communication	45	1.69
Style, Technical and Professional Communication	45	1.69
Technical and Communication Editing	45	1.69
Technical and Communication Reports	45	1.69
Introduction to Programming	45	1.69
Introduction to Database Systems	45	1.69
Designing and Building Web Pages and Sites	45	1.69
Marketing Principles	45	1.69
Statistics of Communication Research	45	1.69
Communication Research and Design	45	1.69
Marketing Communication	45	1.69
Communication in Corporate Culture	45	1.69
Graphic Arts	45	1.69
Ethics in Technical and Professional Communication	45	1.69
TPC Electives	450	16.96
Free Electives	675	25.44
Internship	60	10.18
Senior Project	45	1.69
Total	2245	100

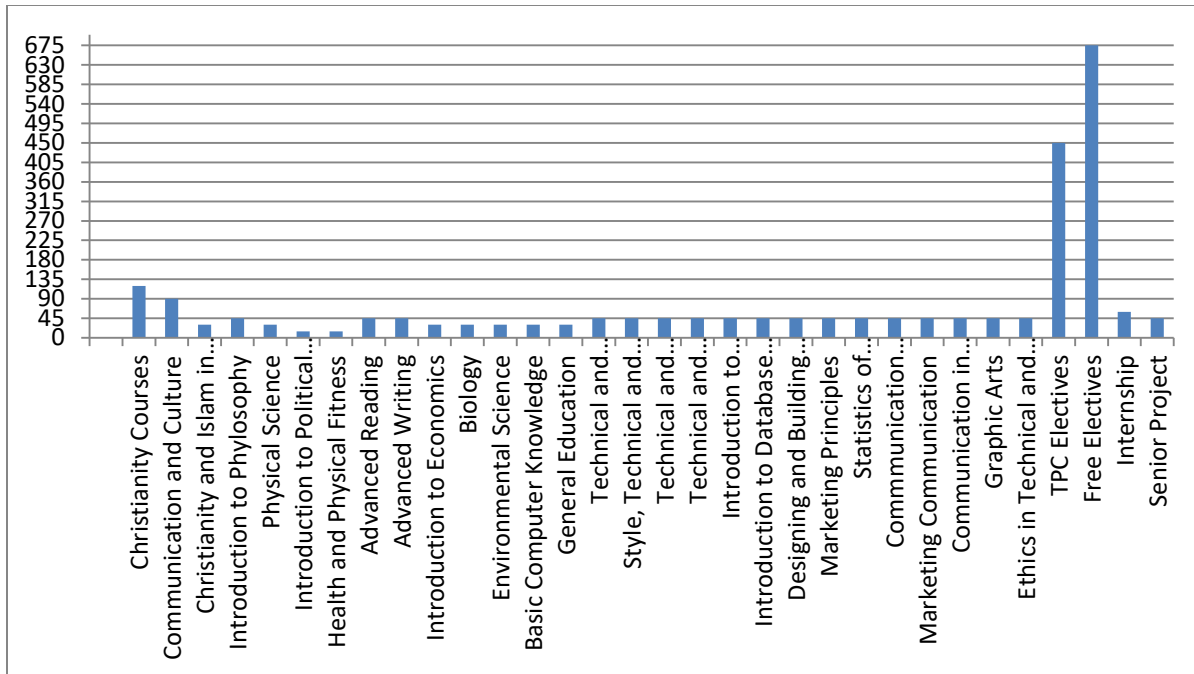


Figure 4.11: Undergraduate BA Technical and Professional communication curriculum

Table 4.8: Summary of Similarities and differences of undergraduate media training curricula

Courses	UON-DOJMC		Daystar		Total	
	HRS	%	HRS	%	HRS	%
Print Journalism	2250	24.75	2445	20	4695	22.28
Electronic/Broadcast Journalism	2250	24.75	2625	22	4845	22.98
Public Relations	2295	25.25	2400	19	4695	22.27
Advertising	0	0	2310	19	2310	10.95
Development Communication	2295	25.25	0	0	2295	10.88
Technical and Professional Comm.	0	0	2245	20	2245	10.64
Total	9090	100	12025	100	21085	100

UON DOJMC

Daystar School of Communication

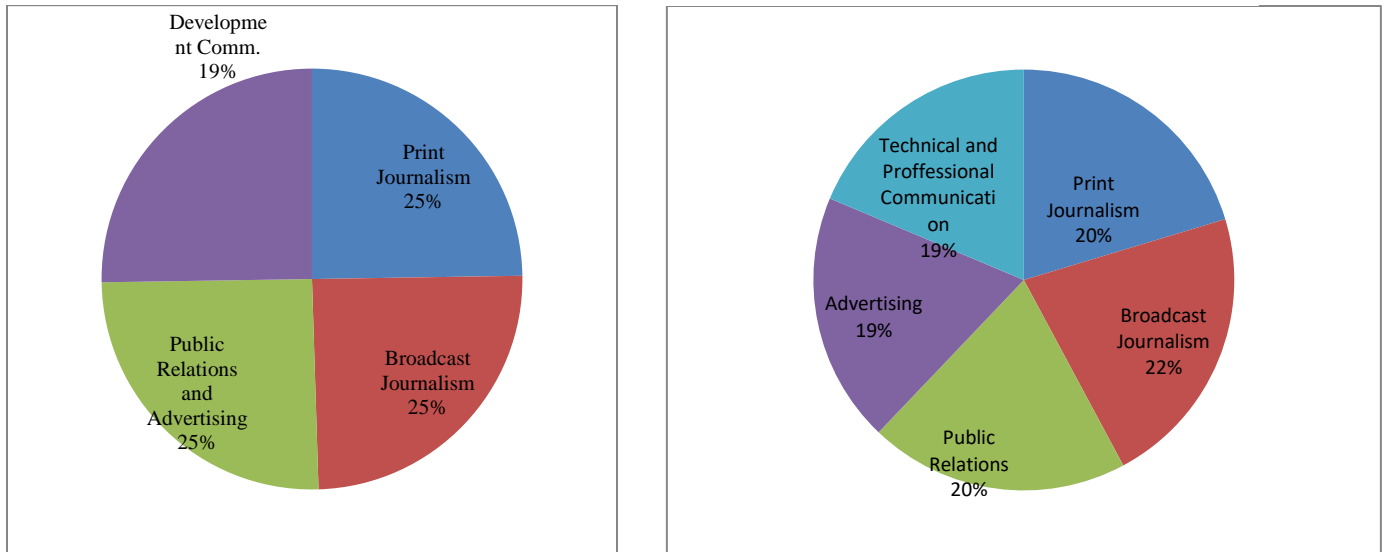


Figure 4.12: Summary of Comparisons of similarities and differences of undergraduate training curricula for the two schools

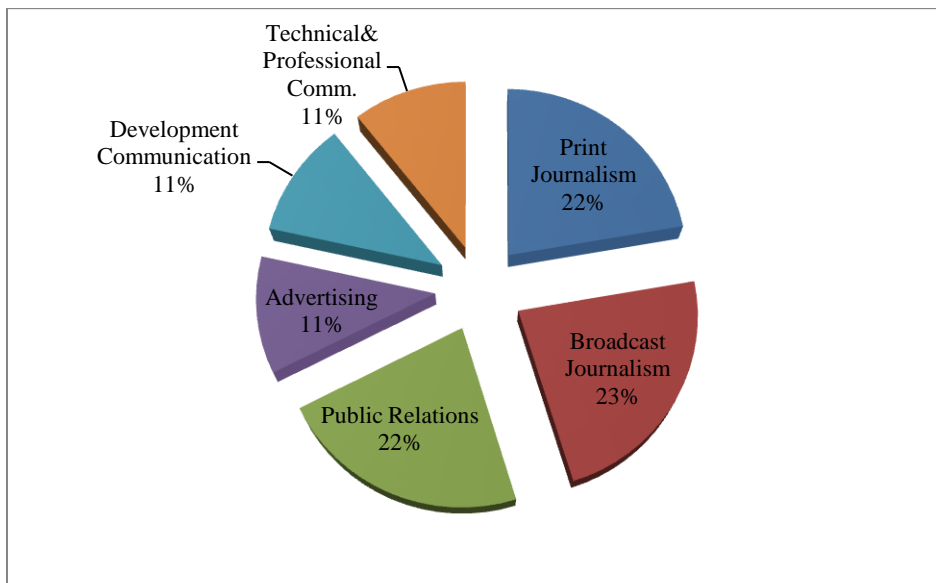


Figure 4.13: Summary of Comparisons of similarities and differences of undergraduate training curricula for the two schools

4.2.3 To find out how the Curricula are De-Westernised

Calls have been made to Africanise media programmes to suit local consumption. The two schools have incorporated units in the curricula that match the local industry and meet the

African needs. The researcher looked at de Westernisation of the journalism programmes and their applicability in African culture. The following units were identified as strength in De-Westernising the curricula.

Table 4.9: How the curricula are De-Westenised

Units	UON-DJMC		Daystar		Total	
	HRS	%	HRS	%	HRS	%
Anthropology	45	5.55	0	0	45	3.7
Kiswahili for Journalists	45	5.55	0	0	45	3.7
Communication and Society	45	5.55	180	44.44	225	18.55
Culture and Performing Studies	45	5.55	0	0	45	3.7
Human Rights Journalism	45	5.55	0	0	45	3.7
Political Communication	45	5.55	0	0	45	3.7
Reporting on Humanitarian Issues	45	5.55	0	0	45	3.7
Environmental Journalism	45	5.55	0	0	45	3.7
HIV and Aids	45	5.55	0	0	45	3.7
Media and Conflict Resolution	45	5.55	0	0	45	3.7
Lobbying	45	5.55	0	0	45	3.7
Project Specialization and Proposal Writing	45	5.55	0	0	45	3.7
Information Education Communication	45	5.55	0	0	45	3.7
Monitoring and Evaluation of Information Education Comm.	45	5.55	0	0	45	3.7
Strategic Communications for Development Projects	45	5.55	0	0	45	3.7
New Information and Communication Technologies	45	5.55	0	0	45	3.7
Public Opinion and Propaganda	45	5.55	45	11.11	90	7.42
Communication and Conflict	45	5.55	45	11.11	90	7.42
Africa Society and Trade Relations	0	0	30	7.41	30	2.47
Christ and Islam in Africa	0	0	60	14.82	60	4.94
Communication systems in Africa	0	0	45	11.11	45	3.7
Total	810	100	405	100	1215	100

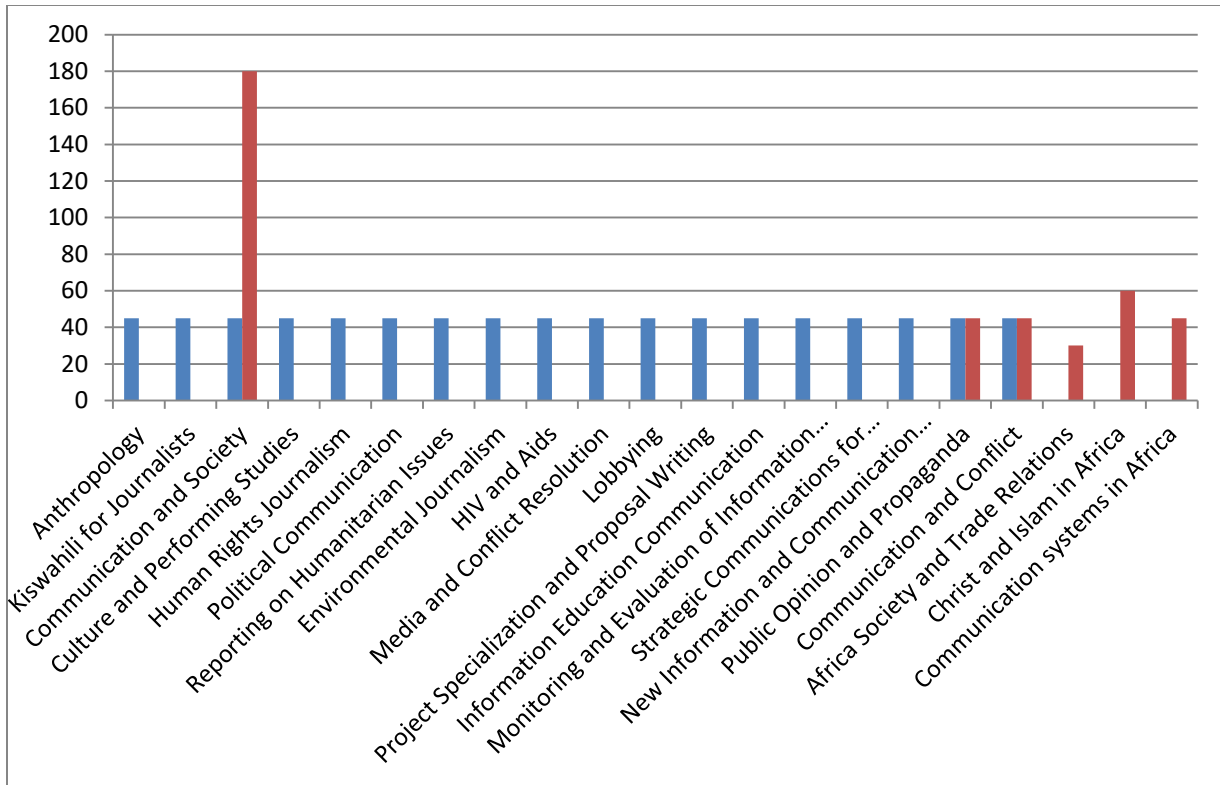


Figure 4.14: How the curricula are De-Westernised

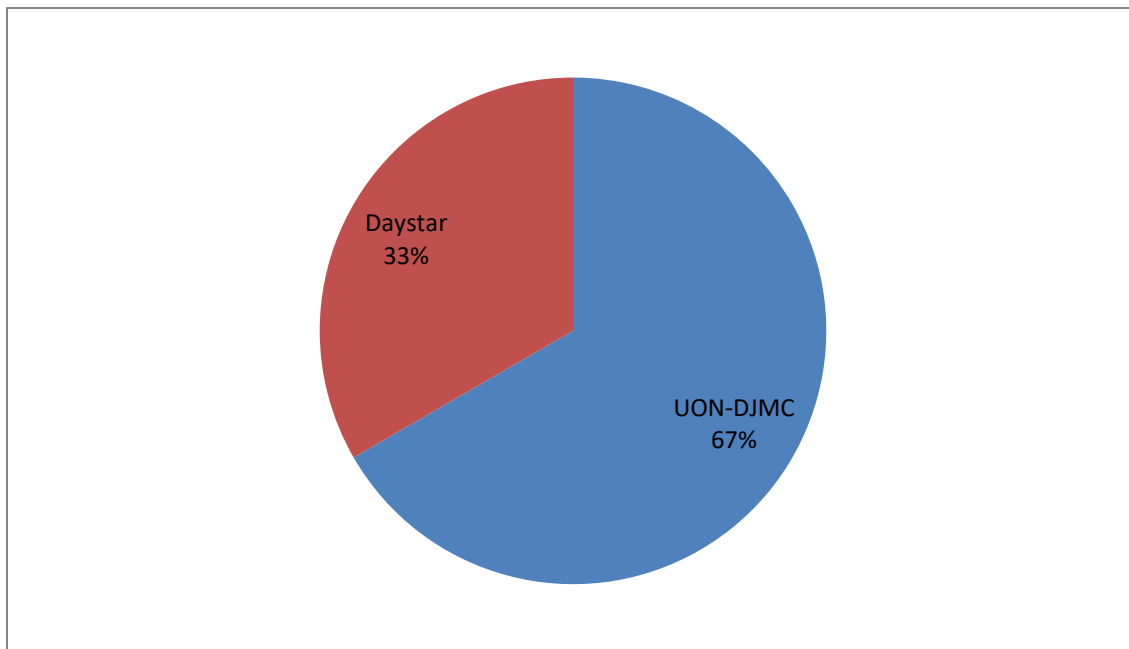


Figure 4.15: How the curricula are De-Westernised

4.3 Audience Responses

During the period of research MCK held consultation meeting with colleges in Nairobi to identify gaps in current media training curricula in Kenya for the sake of involvement. The MCK agreed to strengthen its role in maintaining high level training standards throughout the country and provide specific interventions such as short courses and perfect its role of overall advisory. On board were educators from universities, middle level colleges and media experts from academia offering media courses and media houses. The aim was to identify trends and emerging challenges affecting the training and practice, media and communication in Kenya. It also aimed at creating the basis for cooperation and partnerships with colleges and journalism schools on the existing MCK board as well as new ones that focus on changing market trends. Further, the meeting sought to help the council to map out key areas of training and journalism profession and provide intervention through offering short courses or otherwise or to offer the council a chance to share with directors of institutions on course approval and examination guidelines. “The Council identified the modular curriculum approach as a key tool in ensuring higher standards of journalism training and practice in Kenya as stipulated under the Media Council Act 2013 section 6(1) (f). This will aid in strengthening its role in ensuring high professional media standards in the country,” said MCK’s director Mr Victor Bwire (MCK, 2021).

As shown in figure 4.2.1 there were course in Daystar and UON-DOJMC that responded to the nature of undergraduate media training curricula for the two schools. This means that some courses were given emphasis than others according to number of hours allocated for study. Apart from media needs institutions background formations was also considered in allocating hours of study for courses.

Table 4.10: Responses from Teaching Personnel

The researcher gave questionnaires to teaching personnel and students because they were deemed important decision makers towards the implementation of curriculum in the two universities. The questionnaires returned from the two groups was above 95% which was sufficient for the researcher to carry out data analysis and presentation given that the rate is similar to Mugenda and Mugenda (2003) that indicates a 60% response and return rate as good and 70% as excellent. The researcher had a return rate of above 90% that was overall on point.

Programme	UON-DJMC			Daystar School of Journalism			Total		
	Questionnaires	F	%	Questionnaires	F	%	Questionnaires	F	%
Print Journalism	5	4	22.22	5	5	26	10	9	24
Electronic/Broadcast	5	5	27.78	5	4	21	10	9	24
Public Relations	5	4	22.22	5	4	21	10	8	22
Advertising	0	0	0	5	3	16	5	3	8
Development Communication	5	5	27.78	0	0	0	5	5	14
Technical and Professional Comm.	0	0	0	5	3	16	5	3	8
Total	20	18	100	25	19	100	45	37	100

Table 4.11: Responses from Final Year Students

The researchers distributed 25 questionnaires of which 21 were collected and 21 were deemed fit and valid for the research. Students were selected because they are crucial respondents in making the curriculum implementation process a success or fail (Sowell, 2000). The researcher on the other hand decided to use the final year students because they have been in class for more than three years that is enough to make them familiar with curriculum and journalism practice.

Programme	Quiz	F	%	Quiz	F	%	Quiz	F	%
Print Journalism	5	4	26.66	5	4	21.05	10	9	23.08
Electronic/Broadcast	5	4	26.66	5	5	26.32	10	9	23.08
Public Relations	5	3	20.00	5	3	15.79	10	8	20.51
Advertising	0	0	0	5	4	21.05	5	4	10.25
Development Communication	5	4	26.66	0	0	0	5	5	12.82
Technical and Professional Comm.	0	0	0	5	3	15.79	5	4	10.26
Total	20	18	100	25	19	100	45	39	100

Table 4.12: To examine the nature of media training curricula for undergraduate programmes at UNESCO Excellence Centres in Kenya

	UON-DJMC		Daystar		Total	
	F	%	F	%	F	%
On objective of courses	4	50	4	57	8	53
On nature of courses	4	50	3	43	7	47
On collaboration with other disciplines	0	0	0	0	0	0
Total	8	100	7	100	15	100

Table 4.13: To establish the similarities and differences of undergraduate training curricula at UNESCO Excellence Centre in Kenya

	UON-DJMC		Daystar		Total	
	F	%	F	%	F	%
On strengths of courses	3	33	3	43	6	38
On weaknesses of courses	2	22	1	14	3	19
On enhancements made	4	45	3	43	7	43
Total	9	100	7	100	16	100

Table 4.14: To find out how the curricula are De-Westernised

	UON-DJMC		Daystar		Total	
	F	%	F	%	F	%
On addressing African journalistic needs	2	33	1	17	3	25
On matching with media industry	2	33	2	33	4	33
Bridging gaps of technological changes	2	34	3	50	5	42
Total	6	100	6	100	12	100

4.4 In depth Interviews

In-depth interviews were also used to collect data from the administrators of the two schools to enhance objectives of the study. This was important to explain background leading to excellence of these universities in media training. Interviewees responded to the objectives of the study.

Daystar University School of Communication is headed by Dr. Levi Obonyo. Media training curriculum at Daystar is designed towards a strong problem based approach. According to Dr. Obonyo journalism is not a profession but a skill that uses the art of storytelling to tell stories. He states that the role of journalism curriculum is to help people harness those skills they already have to become better story tellers. Daystar training is unique because the school offers close to 30 units outside the field of communication. Courses are designed to serve three purposes i.e. to

help the student build skills, build operations knowledge and broaden skills on subject area of specialisation which could be religion, economics, law, politics so that one can report effectively. The programme at Daystar stands out because of subject area specialisation which most universities ignore. Daystar also boasts of institutional capacity to prepare their students in terms of resources. Classes are manageable with not more than 25 students per class. The school has 15 studios equipped with latest software in communication field for student preparation. Print students have a bi-weekly newspaper while those specialising in electronic media have production studios available in town campus as well as Athi-River campus.

In terms of training personnel regulations from CUE are considered given that CUE privileges terminal degrees as opposed to skills and so the institution has a good compliment of high level faculty personnel trained and skilled in communication. However, media courses have no expertise in certain areas like photography so students take specialised courses from other disciplines. This has brought about inter disciplinary collaboration between communication school and other areas like law, religion, economics, business, etc.

On weaknesses identified by UNESCO in the curriculum, it was recommended that the institution needed more industry engagement where the institution need to understand whether the kind of courses they offer have an impact on journalism and whether it is creating real-world outcomes and/or helping people do the things that they need to do.

De-westernisation of journalism curriculum, the director noted that there have been conversations going on in Africa and especially South Africa. Journalism curricula are seen to be Westernised because most text books of journalism are from the West. Little research has also been carried out by Kenya's except one from Phillip Ochieng; others only remain to be biographies. There is lack of philosophy that informs media training in Kenya. The director notes that universities need to do case studies that reflect local needs. Africanising the curriculum has a long way to travel because it is not known exactly where the conversation should start i.e. in training institutions, curriculum or personnel. He notes that it has been difficult to give real African case studies when structuring the curriculum. He notes we have Africans but Africa does not have a platform that addresses its news like Aljazeera, CNN, BBC, etc. There is no way of

telling African stories in African way. It is likely to predict what will appear in news depending on our normal way of doing things. He notes there is a journey to travel to have African journalism curricula.

UON-DJMC is headed by Dr. Silus Oriaso. The main objective of UON-DJMC is to train and equip future journalists with skills and fundamental theory deliver on communications objectives which support all sectors of the economy. Journalism programmes are offered in two groups which are module two (parallel or self-sponsored) that takes two and half years while module one (government sponsored) takes four years. Curriculum is divided to three areas, first part consists of common undergraduate units offered and taken in the entire university irrespective of discipline. The second level is made of units of critical disciplines that associate with communication which include anthropology, political communication, mass communication, philosophy, sociology, law, environment etc. Third part consists of courses rooted in communication which are very specific to communication which include communication, history of mass communication, communication and society, etc. Fourth level consist of four tier specialisation which include print, broadcast, development and public relations. Since journalism is a multi-disciplinary some of these courses are taught by lecturers from other schools. Lecturers are familiarised what the communication department want their students to be taught and so they model their content to match journalistic needs. Units are regulated by the communication department by choosing strategic topics deemed to hold crucial knowledge.

The UON curriculum was found to be strong in multi discipline because it gave holistic view and its hybrid nature. However, the curricula had some short comings like lack of resources and enough human resource. In 2007 when the study was carried out the department had 5 PHD lecturers, TV and radio stations were also lacking at that time. Training was done through collaboration with intuitions like KIMC and KBC where students did their practical lessons. Media lab at The Standard was also used to train their students. The school of communication has since made enormous improvement. In terms of human resource the school boasts of 22 lecturers with 19 being holders of PHD and the institution has also been equipped with studios. According to CUE and UON senate guidelines the school reviews its curriculum every 5 years to address industry needs and focus on critical issues of present times.

On De-westernisations of the director noted that journalism programmes and originated and were started in the Africa by Westerns. Therefore, Africa cannot separate itself from the west because the world is becoming a global village. He retaliated that it is still difficult to have completely Western and completely African curricula because in designing a curriculum there has to be crosschecking of other curricula across the globe. What is offered at UON-DJMC is from different cultures i.e. Northern hemisphere and Southern hemisphere. Institutions work with professional bodies like International Association of Media Research (IAMR) and International Communication Association (ICA) where they meet in conferences to address curriculum industry needs to offer units addressing African issues and create standardization. Therefore, the institution cannot operate in Isolation so UON-DJMC offers units that contextualise African issues. In terms of journalism theories the curriculum though is still Westernised.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter summarises results, discussions and conclusions acquired from the study as well as recommendations related to objectives of the study. The chapter also shades light the consequences of the study, limitations as well as suggestions for further research. The findings are centred on the three objectives of the study which seeks to examine the nature of media training curricula for undergraduate programmes at UNESCO Excellence Centres in Kenya; to establish the similarities and differences of undergraduate training curricula at UNESCO Excellence Centre in Kenya and to find out how the curricula are De-Westernised.

5.1.1 Nature of Media Training Curricula for Undergraduate Programmes at UNESCO Excellence Centres in Kenya

In general Daystar has allocated between 15-45 hours of study per unit depending on importance attached to it. UON-DJMC has standard training time of 45 hours in all units. Daystar has allocated general courses units 1260 hours of study while UON has 1080 hours equivalent to 54% and 46% respectively. General courses are important in media training because they broaden knowledge of students in different disciplines, sharpen skills in languages, and prepare journalists to be multi skilled, multi lingual and finally global in their nature of working. These courses are tailored to meet the needs of the community at local, national, regional and international level.

Daystar has promoted inter-disciplinary collaboration with other faculties where their students sit for these courses while UON-DJMC has guest lecturers from other departments. Apart from communication research with 90 hours of training receiving highest training time at DJMC-UON, Christianity courses have taken whopping 270 hours at Daystar. Daystar being a Christian centred institution the institution believe that Christianity help shape students behaviour and promote growth in spirituality and intellectuality. This enables them to serve as servants leaders in their professions and give Christ-centred leadership in their homes, churches and society. The Kenyan constitution advocates for freedom of worship. In Africa Christianity have been

enthusiastic, charismatic, and Pentecostal expressions of faith. Many of the newer churches use highly entrepreneurial forms of marketing and evangelism to spread gospel, commonly employing the most advanced technology.

5.1.2 On Establishing the Similarities and Differences of Undergraduate Training Curricula at UNESCO Excellence Centre in Kenya

Media courses offered by Daystar include print journalism, broadcast journalism, public relations, advertising and technical & professional communication while UON-DJMC offers print journalism, broadcast journalism, public relations and development communication. UON-DOJMC offers advertising as a component of public relations while Daystar offers it as a separate course. Daystar also has technical and professional communication an in-depth communication course for business entities. In general Daystar has more media courses compared to UON-DOJMC. Nairobi University on the other hand has development communication which is not offered at Daystar. UON-DJMC has given preference to communication research, radio news programme writing and production, television news programme writing and entrepreneurship and media research each with 90 hours appearing in all the cluster groups. Courses featuring in both curricula include communication research, media and entertainment law, production planning and research and management, studio equipment operations/video production, business reporting & writing and broadcast news production.

In the twenty first century there has been a shift from traditional print journalism to broadcast journalism and online journalism in Africa. This has resulted to mixed news media which needs professional journalism across many media platforms. According to Haak, Parks and Castels (2012) technology driven process has increased change in production, distribution and use. Broadcast journalism takes lead in the training of journalism with 23%. Daystar has allocated broadcast units 2625 hours of study while UON has 2250 hours equivalent to 54% and 46% respectively. This is because of expansion in the media sector in Kenya and Africa at large, brought about provision of airwaves following multi -party democracy in the 1990s. This has also witnessed the growth of broadcast journalism and specifically in film industry seen in Nigeria and South Africa. In Kenya, it is visible in radio industry, but, latterly, local content in television stations has swiftly expanded (UON, 2021).

After broadcast journalism print journalism follows closely with 22%. Daystar has allocated print journalism units 2445 hours of study while UON has 2250 hours equivalent to 52% and 48% respectively.

Public Relations comes third with 22% where Daystar has allocated 2400 hours of study while UON has 2295 hours equivalent to 51% and 49% respectively. UON-DOJMC offers public relations combined with advertising as a single course while Daystar has split public relations and advertising as separate courses. The rise of public relations as a course offered by both institutions is as a result of development of the internet. The internet has helped develop public relations through Short Message Service (SMS), blogs, social networks and customer websites as a new form of editorial. These new forms of editorial are quick and have a more close relationship with their customers that bring great benefit. Public Relations can influence customers in a way advertising cannot. However, they can cause unreasonable harm to a brand.

Technical & Professional Communication, Advertising and Development Communication have been given 2445, 2310 and 2295 respectively equivalent to 11%. They are unpopular because even big companies in Kenya still remain hesitant when it comes to funding their digital marketing campaigns.

5.1.3 To Find out how the Curricula are De-Westernised

There have been conversations going on in Africa since 1994 on adoption of an African curricula that touches on the continents challenges emanating especially from South Africa. The call to De-Westernise journalism education and training curricula has been a major talk. However, there has been no consensus on what on what exactly an African curriculum should constitute (Dube & Rabe, 2017). Neither has there been a clear definition of Africanisation. Case in point handling of gender where Africans want to protect their rich culture from Western values (which in most cases means Westernisation); while societies are fighting for equality and self-empowerment (Gluck, 2015). Despite several trials by scholars and international organizations like UNESCO to De-Westernise journalism curriculum, remains of the popular paradigm still insist.

UON-DOJMC has 18 units with African content while Daystar has 6 units. In total 405 hours are covered for these units translating to 67% and 33% respectively. UON-DJMC covers emerging

issues in Africa like reporting on human rights journalism, media and conflict resolution, health and physical communication among others. Daystar on the other hand has communication and culture at 90 hours and Christianity and Islam in Africa taking 60 hours.

5.2 Audience Responses

Regarding the nature and objective of undergraduate media training in both institutions the following conclusions was drawn from the questionnaire. Responses from both teaching personnel and final year students as shown in table 4.31 and 4.32 indicated broadcast communication and print with 23% each still remain popular and have a vibrant teaching personnel and enrolment rates based on their timely responses. Closely following is public relations with 20% which comes third and already gaining momentum. Advertising and development communication both with 10% are trailing each remaining popular in the institution offering it. Technical and professional communication with 8% remains unpopular and little is known about this course despite being offered by Daystar for many years. On the same point Daystar scored 57% while UON-DJMC scored 50% on units that cover the nature of courses that form the journalism programme. An overall of 53% was achieved by both institutions meaning there is need to add to diversity of journalism units.

In terms of collaboration with other with foreign universities 0% was recorded. Collaboration though was noted by instructors who showed their involvement in training as guest speakers and in consultancies to compliment improvement of the curriculum while students indicated they were not aware of such collaborations. Both curricula remain fair in subject selection and combination. Daystar scores fairly with 43% while DJMC-UON trails with 33%. Daystar draws its strength from adequate training resources and equipment used for implementing the curriculum and also through inter-disciplinary collaboration. Both institutions review their curricula every five years and also are involved initiatives to improve journalism training which include curriculum research surveys, keeping track of frequent technological changes, government policies, and community and globalization matters are put into consideration. Journalism curriculum training is regularly monitored through term papers, CATs, end year exams, group work, projects and portfolios in both schools. The incorporation of African needs in the curricula scored poorly with 25% given that most emerging issues in Africa like poverty

are poorly covered.

The fact that most instructors are trained both locally and internationally means there is still transferring of what was taught by Western media. These institutions addresses matching with local media industry needs by incorporating mandatory and supervised industrial attachment in established media houses. Attachments are supervised and marks awarded. Students are also involved in group work and project work that is equally supervised and scores awarded in their course work. Kenya being a third world country has a strained economy that relies on funding for sustainability. Higher education is funded by the national government through ministry of education while are self-sponsored. Therefore, training equipment are acquired through donations and purchased from international markets. Equipment for Daystar includes radio station, television station, student publications, online journals and current books. The ration for assigning instruction resources to students in Daystar is 1:5 while in UON-DJMC. DJMC-UON is 1:10 and steadily improving in acquisition of training equipment coupled with recent establishment of modern broadcast studio, online publications and modern cameras.

5.3 Conclusion

Overall the curriculum used for teaching broadcast journalism, communication development, advertising and public relations scored highly while print and technical communication was deemed to be weak based on findings from teaching staff and final year students. Print media is facing a myriad of challenges chief among them being rise of social media which is slowly killing print media. Technical and professional communication is lowly viewed partly because little is known about it and organizations don't warm up to employ graduates from this field. Institutions offering it have done little to market and research on the courses.

5.4 Recommendations

Based on the findings of this research, the researcher recommends the following:-

Media training institutions should work towards adopting technological advancements to strengthen research on media and the industry. In terms of innovations they should improve existing curriculum making it more effective to suit young people. Also work towards launching new courses and brand extensions according to changing world. However, the biggest barriers to

innovation are the lack of funds

Media schools should insist more on internship, research, career progression and training of media trainers. There is need to align training and assess internship processes to ensure that they are beneficial to both students and institutions. Institutions should also promote research on media and not concentrate on writing biographies

Curriculum review is necessary that involves aligning curricula by designing short independent course units. This will create room for stronger connections between training and media industry and other stakeholders. Short courses also equip reporters making them experts in their own right.

University administrators need to seek curriculum development partnerships with universities in developed countries to facilitate the necessary educational reform and curriculum transformation to meet the needs of the increased enrolments.

Also, enrolment should match curriculum resources; media schools should not assume media houses automatically bridge the gaps. Some media houses also face challenges of catching up with technology.

Daystar University has a high number of electives in all their course work. These units are taken from other departments. UON-DJMC has few elective units therefore they should work to increase their pool of electives.

There has been a steady rise and steady thrive of broadcast communication for news and entertainment in indigenous languages. There are now 45 tribes across the country and most of these tribes have radio and TV broadcasting in their dialect. Vernacular languages have been neglected despite their upcoming popularity. Curriculum developers should address and exploit the richness witnessed in these languages.

Daystar scores poorly in contextualizing African content in their curriculum. Despite the fact that there is no consensus on the same the institution should work to fill this gap.

5.5 Suggestions for Further Research

The rise of new media has presented a challenge to j-schools. The internet is able to provide breaking news on time and has applications such as You Tube, Instagram, Facebook, WhatsApp, Twitter, Messenger, Tik Tok, Google and blogging that provide news with lots of entertainment in videos, soft copies, photographs and audios. The main problem facing new media from

journalism perspective is professionalism, credibility, reliability and objectivity. However, there are journalists working online and are struggling with these challenges. Also arising in new media is poor journalistic ethics. Websites are a source of information but challenges is copying ones information as own (Mann, 1997; Cooper, 1998). Pressure is mounting for journalism profession to include social media in the curriculum. There is fear among the scholars that new media is meeting new teaching skills (Medsger, 1998; Deuze, 1999). J-schools are still deliberating on how to handle social media. Some scholars want j-school to move away from old (Herbert, 1999). Others are advocating for multi skilling as the best way to handle new media (Meyer, 1997; Bierhoff, 1999). These issues need further research in the fast changing information age amidst changing technological world.

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APPENDICES

Appendix I: Interview Guide

I am a Masters student in Communication Development at The University of Nairobi carrying out a research titled: An analysis of undergraduate training curricula for media programmes at UNESCO excellence centres in Kenya. The purpose of my study is to examine the nature of undergraduate training curricula for media programmes at UNESCO Excellence Centres in Kenya (Daystar and University of Nairobi) with the aim of establishing the nature, the similarities and differences between the curricula and how the curricula are De-Westernised. In 2007 the school you head was identified by UNESCO as an Excellence Centre. It is in this regard that you have been identified as an interviewee for this study. As a director I request you to answer the following questions. Your response will solely be used for this academic research and shall be treated with confidentiality. Thanking you in advance for your cooperation.

OBJECTIVE ONE: To examine the nature of media training curricula for undergraduate programmes at UNESCO Excellence Centres in Kenya.

1. What is the main objective of media training curriculum for undergraduate programmes?
2. What is the nature of media training curriculum for undergraduate programmes? Explain.
3. How does your school collaborate with other disciplines to enhance the curriculum?

OBJECTIVE TWO: To establish the similarities and differences of undergraduate training curricula at UNESCO Excellence Centre in Kenya.

1. What strengths were highlighted in your curriculum by UNESCO?
2. Were there any areas highlighted for enhancement in your curriculum by UNESCO?
3. What adjustment have you made in your curricula following feedback given by UNESCO?

OBJECTIVE THREE: To find out how the curricula are De-Westernised

1. How does your curriculum address African journalistic needs?
2. How is your curriculum structured to match the media industry in Kenya?
3. In what ways does your school bridge the gaps of frequent technological changes amidst minimal resources in order to meet the needs the curriculum?

Appendix II: Questionnaire - Teaching Personnel

1. Please select orientation of media programmes in the institution you teach.
 - Languages and Literature
 - Liberal Arts
 - Communication Studies
 - English, History and Foreign Languages
 - Other (specify)

2. Please select the areas that you teach (check all that apply):
 - Print Journalism
 - Broadcast Journalism
 - Public Relations Studies
 - Advertising
 - Development Communication
 - Technical and Professional Communication
 - Other (Specify)

3. Please select initiatives you are involved in enhancing media training curriculum
 - Initiating specialized courses and disciplines brought to media curriculum
 - Teaching of courses in general and analytical research skills
 - Cooperating with faculty instructors from other disciplines
 - Organizing media students attending courses in other disciplines
 - Partnering with lectures from other disciplines
 - Drafting of new media curriculum classified as electives or majors
 - Identifying new courses attracting high enrolled by students from other disciplines
 - Monitoring whether amendments in media created raised the stature of journalism
 - Other (specify)

4. Please select initiatives your school is involved in enhancing media training curriculum
 - Initiating specialized courses and disciplines brought to media curriculum
 - Teaching of courses in general and analytical research skills
 - Cooperating with faculty instructors from other disciplines
 - Organizing media students attending courses in other disciplines
 - Partnering with lectures from other disciplines
 - Drafting of new media curriculum classified as electives or majors
 - Identifying new courses attracting high enrolled by students from other disciplines
 - Monitoring whether amendments in media created raised the stature of journalism
 - Other (specify)

5. Please select training curriculum partnerships available in your institution with foreign universities:

Number of Programmes	Partners Name	Country of Partner	Notes
Student Exchange			
Faculty Exchange			
Study Abroad Programmes			
Other International Programmes			

6. The following are forms of media training worldwide. Please select training you received

Training	None	Some	Extensively
Training at schools and institutes in universities			
Mixed systems of stand-alone at university level training			
Stand-alone schools			
On the job training by media industry through apprenticeship			
All of the above			

7. How are you involved in media training apart from teaching?

	None	Some	Extensively
External Examiner			
Advisory Board			
Internship Assessment			
Trainings			
Production in Media Industry			
Alumni			
Guest Speaker			
Consultancies			

8. Please select some of the training equipment available in your school?

- TV station
- Radio Studio
- Modern Cameras
- Current online publications
- Current media books
- Media Library
- In-house Publication
- Other media resources (specify)

9. Please select ratio of equipment to students in your institution.

- 1:5
- 1:10
- 1:20
- Above 20

10. How extensively do you use each of the following in instruction for students in your programmes? (Please check the Level of Instruction)

	None	Some	Extensively
Instructional Technology			
Professional Media Equipment			
Extensive Computer Technology			
Internet Technologies			
Internship Experience			
Student Media Production			
Extracurricular Activities			
International Experiences			
Job Placement Activities			
Others (Please specify)			

11. How often do you use the following measures to assess whether learning has taken place for quality control purposes?

	None	Some	Extensively
Continuous Assessment Tests			
End Year Exams			
Portfolios			
External Examiners			
Internships			

12. Please select decisions that affect designing of curriculum media programmes in your institution? (Check all that apply)

- Research survey from media houses, working professionals and alumni
- Technological changes
- Government policies
- Influence of community
- Globalization
- Other (specify)

11. On a scale of 1-10 how do you rate media training curricula at undergraduate level in your institution.

Area	1	2	3	4	5	6	7	8	9	10
Print Journalism										
Broadcast Journalism										
Advertising Studies										
Public Relations Studies										
Development Communication										
Technical and Professional Communication										
Other (Specify)										

Appendix III: Questionnaire - Students

1. Please select orientation of media programmes in the institution you teach.
 - Languages and Literature
 - Liberal Arts
 - Communication Studies
 - English, History and Foreign Languages
 - Other (specify)

2. Please select the areas that you teach (check all that apply):
 - Print Journalism
 - Broadcast Journalism
 - Media Law/Ethics
 - Advertising Studies
 - Public Relations Studies
 - General Mass Communication
 - General Journalism
 - Digital media communication
 - Other (Specify)

3. Please select initiatives you are involved in enhancing media curriculum
 - Initiating specialised courses and disciplines brought to media curriculum
 - Teaching of courses in general and analytical research skills
 - Cooperating with faculty instructors from other disciplines
 - Media students attending courses in other disciplines
 - Partnering with lectures from other disciplines
 - New media curriculum classified as electives or majors
 - New courses attracting high enrolled by students from other disciplines
 - Whether new amendments in media created raised the stature of journalism

4. Please select initiatives your school is involved in enhancing media training curriculum
 - Specialised courses and disciplines brought to media curriculum
 - Courses teaching general and analytical research skills
 - Cooperating with faculty instructors from other disciplines
 - Media students attending courses in other disciplines
 - Partnering of lectures from other disciplines
 - New media curriculum classified as electives or majors
 - New courses attracting high enrolled by students from other disciplines
 - Whether new amendments in media created raised the stature of journalism

5. Please select training curriculum partnerships available in your institution with foreign universities:

Number of Programmes	Partners Name	Country of Partner	Notes
Student Exchange			
Faculty Exchange			
Study Abroad Programmes			
Other International Programmes			

6. The following are forms of media training worldwide. Please select training you received

Training	None	Some	Extensively
Training at schools and institutes in universities			
Mixed systems of stand-alone at university level training			
Stand-alone schools			
On the job training by media industry through apprenticeship			
All of the above			

7. How are you involved in media industry apart from teaching?

	None	Some	Extensively
External Examiner			
Advisory Board			
Internship Assessment			
Trainings			
Production in Media Industry			
Alumni			
Guest Speaker			
Consultancies			

8. How did you receive your training?

- Local University
- International University
- On the job training
- Other (Specify)

9. Please select some of the training equipment available in your school?

- TV station
- Radio Studio
- Modern Cameras
- Current online publications
- Current media books
- Media Library
- In-house Publication
- Other media resources (specify)

10. Please check the ration of students attached to instructional resources in your institution.

- 1:5
- 1:10
- 1:20
- Above 20

11. How extensively do you use each of the following in instruction for students in your programmes? (Please check the Level of Instruction)

	None	Some	Extensively
Instructional Technology			
Professional Media Equipment			
Extensive Computer Technology			
Internet Technologies			
Internship Experience			
Student Media Production			
Extracurricular Activities			
International Experiences			
Job Placement Activities			
Others (Please specify)			

12. How often do you use the following measures to assess whether learning has taken place for quality control purposes?

	None	Some	Extensively
Continuous Assessment Tests			
End year exams			
Portfolios			
External Examiners			
Internships			

13. Please select decisions that affect designing of curriculum media programmes in your institution? (Check all that apply)

- Research survey from media houses, working professionals and alumni
- Technological changes
- Government policies
- Influence of community
- Other (specify)

14 Overall how you rate media training curricula at undergraduate level from your institution.

Area	Weak	Fair	Good
Print Journalism			
Broadcast Journalism			
Media Law/Ethics			
Advertising Studies			
Public Relations Studies			
General Mass Communication			
General Journalism			
Digital media communication			
Others (Specify)			

Appendix IV: Daystar Curricula

COMMUNICATION DEPARTMENT BACHELOR OF ARTS IN COMMUNICATION

General Courses for Communication Major			
No.	Code	Course	Credit Hours
1	BIL-111	Old Testament Introd.	3
2	BIL-112	New Test. Intro & Survey	3
3	BIL-217	Intro. to Bible Doctrine	2
4	INS-111	Communication and Culture I	3
5	INS-112	Communication & Cult. II	3
6	INS-212	Afr. Soc. & Trad. Rel.	2
7	INS-313	His. Foundation of Mod W	3
8	INS-412	Development of Modern Africa & Christian Values	3
9	RET-320	Christ. & Islam in Africa	2
10	RET-321	Stud. Theo. in Afr. Contx	2
11	PHL-111	Intro. to Philosophy	3
12	PHY-112	Physical Science	2
13	POL-111	Intro. To Political Scien	1
14	HPE-113	Health & Physical Fitness	1
15	ENG-111	Advanced Reading	3
16	ENG-112	Advanced Writing	3
17	ECO-111	Intro. to Economics	2
18	MAT-102	Basic Mathematics	2
19	BIO-111	Biology	2
20	ENV-112	Environmental Science	2
21	ACS-101	Basic Computer Knowledge	2
22	LIT/MUS/ART	General Education Elective	2
Total			51

Core Courses in Communication

1	COM-223	Public Speaking	3
2	COM-226	Int. and Group Comm.	3
3	COM-231	Introduction to Mass Media	3
4	COM-243	Writing for Business	3
5	COM-302	Statistics for Communication Research	3
6	COM-321	Com. Research and Design	3
7	COM-323	Comm. Systems in Africa	3
8	COM-419	Communicatio Ethics & Law	3
9	COM-421	Strategies of Communication	3
10	COM-422	Christianity and Media	3
11	COM-099	Basic Typing Skills (Keyboarding)	0
12	COM 507 or COM 497	Communication practicum or Senior Project	4
Total			34

Concentration Courses in Communication Major

There are 4 Concentration in Communication
Every student is required to take atleast 1 concentration

Advertising Concentration

1	COM-263	Writing for Broadcast	3
2	COM-322	Persuasion	3
3	COM-344	Photography	3
4	COM-346	Creative Graphic Arts	3
5	COM-448	Advertising	3
6	COM-449	Writing Advertising Copy	3
7	COM-459	Electronic Pub. & Design	3
8	COM-475	Management & Research in Public Relations	3
9	COM-450, 451 & 461	Advertising Elective (Choose one)	3
Total			27

Electronic Media Concentration

1	COM-263	Writing for Broadcast	3
2	COM-264	Broadcast Techniques	3
3	COM-351	Audio Production	3

4	INS-111	Communication and Culture I	3
5	INS-112	Communication & Cult. II	3
6	RET-320	Christ. & Islam in Africa	2
7	PHL-111	Intro. to Philosophy	3
8	PHY-112	Physical Science	2
9	POL-111	Intro. To Political Scien	1
10	HPE-113	Health & Physical Fitness	1
11	ENG-111	Advanced Reading	3
12	ENG-112	Advanced Writing	3
13	ECO-111	Intro. to Economics	2
14	BIO-111	Biology	2
15	ENV-112	Environmental Science	2
16	ACS-101	Basic Computer Knowledge	2
17	UT/MUS/ART	General Education Elective	2
Total			39

Core Courses in TPC Major

1	TPC-101	Texhcnical & Prof. Comm.	3
2	TPC-102	Style. Tech. & Prof. Comm	3
3	TPC-201	Technical & Communication Editing	3
4	TPC-202	Technical & Communication Reports	3
5	ACS-111	Introduction to Programming	3
6	ACS-361	Intro.to Database Systems	3
7	MIS-451	Designing & Building Web Pages & Sites	3
8	MAK-212	Marketing Principles	3
9	COM-302	Statistics for Communication Research	3
10	COM-321	Com. Research and Design	3
11	MAK-335	Marketing Comm.	3
12	TPC-340	Communication in Corporate Culture	3
13	COM-346	Graphic Arts	3
14	TPC-414	Ethics in Technical & Professional Communication	3
15	TPC-507	Internship	6
16	TPC-597	Senior Project	3
Total			
17	TPC Electives	Choose 24 hours from Elective pool:(COM-322,COM-499,DEV-213,MAK-316,TPC-408,TPC-426,TPC-457,TPC-458,TPC-459,TPC-496)	24
Total			126

Free Electives

1	Free Electives	Each TPC student is required to take 15 hours of free electives (Free elective course is any course that is in other programs)	15
Total			15

Grand Total

180

courses. These courses can be from other concentrations. Concentration you are taking or from other programs in the University. A courses like IRS-100, MAT-223, DEV-111, FRE-112, etc will be termed as free electives.

For a Student who is taking Free elective plus other communication required courses together with general courses, he or she is required to have completed a minimum of 129 credit hours to graduate (51+34+27+17)

Double Concentration

A student can also apply to take a double Concentration, ie. Electronic media and PR that student is waived from doing Free electives

For a Student who is taking Double Concentration , he or she will be required to have completed 139 credit hours to graduate (51+34+27+27)

Minor (21 Hours)

Any student who also applies a Minor of 21 hours is also waived from doing free electives.

For a Student who is taking Minor , he or she will be required to have completed 133 credit hours to graduate (51+34+27+21)

BA Technical and Professional Communication

General Courses for TPC Major

1	BIL-111	Old Testament Introd.	3
2	BIL-112	New Test. Intro & Survey	3
3	BIL-212	Intro. to Bible Doctrine	2

4	INS-111	Communication and Culture I	3
5	INS-112	Communication & Cult. II	3
6	RET-320	Christ. & Islam in Africa	2
7	PHL-111	Intro. to Philosophy	3
8	PHY-112	Physical Science	2
9	POL-111	Intro. To Political Scien	1
10	HPE-113	Health & Physical Fitness	1
11	ENG-111	Advanced Reading	3
12	ENG-112	Advanced Writing	3
13	ECO-111	Intro. to Economics	2
14	BIO-111	Biology	2
15	ENV-112	Environmental Science	2
16	ACS-101	Basic Computer Knowledge	2
17	LIT/MUS/ART	General Education Elective	2
Total			39

Core Courses in TPC Major			
1	TPC-101	Texhcnical & Prof. Comm.	3
2	TPC-102	Style. Tech. & Prof. Comm	3
3	TPC-201	Technical & Communication Editing	3
4	TPC-202	Technical & Communication Reports	3
5	ACS-111	Introduction to Programming	3
6	ACS-361	Intro.to Database Systems	3
7	MIS-451	Designing & Building Web Pages & Sites	3
8	MAK-212	Marketing Principles	3
9	COM-302	Statistics for Communication Research	3
10	COM-321	Com. Research and Design	3
11	MAK-335	Marketing Comm.	3
12	TPC-340	Communication in Corporate Culture	3
13	COM-346	Graphic Arts	3
14	TPC-414	Ethics in Technical & Professional Communication	3
15	TPC-507	Internship	6
16	TPC-597	Senior Project	3
Total			
17	TPC Electives	Choose 24 hours from Elective pool:(COM-322,COM-499,DEV-213,MAK-316,TPC-408,TPC-426,TPC-457,TPC-458,TPC-459,TPC-496)	24
Total			126

Free Electives			
1	Free Electives	Each TPC student is required to take 15 hours of free electives (Free elective course is any course that is in other programs)	15
Total			15

Grand Total 180

Appendix V: DJMC-UON Curricula

BACHELOR OF ARTS IN JOURNALISM & MEDIA STUDIES Course Outline

1st Year

Course Code 1 st Semester	Title	Contact Hours
CCS 001	Communication Skills	45
CCS 009	Elements of Economics	45
KCS 101	Introduction to Communication	45
CCS 007	Anthropology	45
KCS 103	Science and Technology in development	45
KCS 105	English for Journalists	45
	Kiswahili for Journalists	45
2nd Semester		
KCS 102	Communications and Society	45
KCS 104	Psychology of Communication	45
KCS 106	History of Mass Communication	45
KCS 108	Culture and Performing Studies	45
KCS 110	Computer Applications	45
CCS 010	HIV/AIDS	45

2nd Year

1st Semester

KCS 201	Fundamentals of Mass Communication	45
KCS 203	Fundamentals of Development	45
KCS 205	Fundamentals of Communication Theories	45
KCS 207	New Information and Communication Technologies	45
CLT 209	Creative Writing	45
KCS 209	Critical Thinking in Communication	45

2nd Semester

KCS 202	Development Communication	45
KCS 204	Fundamentals of Print Journalism	45
KCS 206	Fundamentals of Broadcast Journalism	45
KCS 208	Fundamentals of Public Relations and Advertising	45
KCS 210	Media Ethics	45
KCS 212	Political Communication	45

PRINT JOURNALISM

3rd Year

1st semester

KCS 301	Introduction to Communication Research
KCS 303	Media and Entertainment Law
KJP 301	News Writing and Reporting
KJP 303	Feature Writing
KJS 305	Business Reporting and Writing
KJS 307	Human Rights Journalism

2nd Semester

KCS 302	Communication Research
KJP 302	Photojournalism
KJP 304	Editing and Desktop Publishing
KJS 302	Human Health Communication
KJS 304	Environmental Journalism
KJP 310	Critical Review and Writing
KJP 312	INDUSTRIAL ATTACHMENT

(2)

4th Year

1st Semester

KJS 401	Online Journalism
KJP 401	Advanced Media Reporting and Editing
KJP 403	Newspaper Management and Production
KJP 405	Advanced Photojournalism
KJS 403	Reporting on Humanitarian Issues
KJS 407	Media and Conflict Resolution

2nd Semester

KCS 304	Management and Entrepreneurship
KJS 402	Investigative Journalism
CLT 303	Stylistics
KJP 402	PROJECT
KJP 404	Opinion and Editorial Writing
KJP 410	Public Opinion & Propaganda

BROADCAST JOURNALISM

3rd Year Courses

1st Semester

KCS 301	Introduction to Communication Research	45
KCS 303	Media and Entertainment Law	45

Page 2 of 5

KJB 301	Broadcast News Production	45
KJB 303	Scriptwriting	45

KJS 305	Business Reporting and Writing	45
KJS 307	Human rights Journalism	45

2nd Semester

KCS 302	Communication Research	45
KJB 302	Studio Equipment Operations	45
KJB 304	Radio News Programme Writing and Production	45
KJB 306	Television News Programme Writing and Production	45
KJS 402	Investigative Journalism	45

KJS 302	Human Health Communication	45
KJB 312	INDUSTRIAL ATTACHMENT	(2 months)

4th Year

1st Semester

KJB 401	Production Planning, Research and Management	45
KJB 403	Advanced Radio Production and Directing Techniques	45
KJB 405	Advanced TV Production and Directing Techniques	45
KJS 401	Online Journalism	45
KJS 407	Media & Conflict resolution	45
KJS 403	Reporting on Humanitarian issues	45

2nd Semester

KCS 302	Media Management and Entrepreneurship	45
KJB 402	Station Management and Operations	45
KBP 302	Editing for Radio and Television	45
KJB 404	PROJECT	90
KJB 410	Announcing and Presentation Techniques	45
KJB 408	Broadcasting in the Digital Age	45
	Interactive R	

PUBLIC RELATIONS

3rd Year

1st Semester

KCS 301	Introduction to Communication Research	45
KCS 303	Media and Entertainment Law	45
KPR 301	Principles, Practices and Theory of Public Relations	45
KPR 303	Public Speaking	45
KPR 305	Integrated Marketing Communication	45
KPR 307	Corporate Communication	45

2nd Semester

KCS 302	Communication Research	45
KPR 302	Public Relations Techniques	45
KPR 304	Principles of Advertising	45
KDC 411	Communication and Human rights	45
KPR 310	Crisis Communication	45
KDC 405	Communication and Conflict	45
KPR 312	Advertising Copy Writing and Consumer Behaviour	45

~~KPR 316~~ **INDUSTRIAL ATTACHMENT** (2 months)

4th Year

1st Semester

KPR 401	Public Relations Management I	45
KCS 302	Management and Entrepreneurship	45
KPR 403	Photography for Public Relations	45
KPR 405	Industrial Relations	45
KPR 411	Financial Public Relations	45
KPR 413	Lobbying	45

2nd Semester

KPR 402	Public Relations Management II	45
KPR 404	Fundraising and Sponsorship	45
KPR 406	PROJECT	90
KPR 408	Customer Relations	45
KPR 410	Media Relations	45
KDC 422	Communication and Humanitarian issues	45

Appendix VI: Declaration of Originality Form

UNIVERSITY OF NAIROBI


Declaration of Originality Form

This form must be completed and signed for all works submitted to the University for examination.

Name of Student ROSE IRENE OBONYO
Registration Number K50/75992/2014
College HUMANITIES AND SOCIAL SCIENCES
Faculty/School/Institute ARTS AND SOCIAL SCIENCES
Department JOURNALISM AND MASS COMMUNICATION
Course Name MASTER OF ARTS IN COMMUNICATION STUDIES
Title of the work AN ANALYSIS OF MEDIA TRAINING CURRICULA FOR UNDERGRADUATE PROGRAMMES AT UNESCO EXCELLENCE CENTRES IN KENYA

DECLARATION

1. I understand what Plagiarism is and I am aware of the University's policy in this regard
2. I declare that this project (Thesis, project, essay, assignment, paper, report, etc) is my original work and has not been submitted elsewhere for examination, award of a degree or publication. Where other people's work, or my own work has been used, this has properly been acknowledged and referenced in accordance with the University of Nairobi's requirements.
3. I have not sought or used the services of any professional agencies to produce this work
4. I have not allowed, and shall not allow anyone to copy my work with the intention of passing it off as his/her own work
5. I understand that any false claim in respect of this work shall result in disciplinary action, in accordance with University Plagiarism Policy.

Signature 

Date 14/02/2023

Appendix VII: Digital Repository Deposit Agreement Form

UNIVERSITY OF NAIROBI DIGITAL REPOSITORY DEPOSIT AGREEMENT

To efficiently administer the University of Nairobi Digital Repository and preserve its contents for long-term use, the University requires certain permissions and warrants from a depositor or copyright owner. By accepting this agreement, a copyright owner still retains copyright to their work and does not give up the right to submit the work to publishers or other repositories. If one is not a copyright owner, they represent that the copyright owner has given them permission to deposit the work.

By accepting this agreement, a depositor/copyright owner grants to the University the non-exclusive right to reproduce, translate and distribute the submission, including the descriptive information (metadata) and abstract, in any format or medium worldwide and royalty free, including, but not limited to, publication over the internet except as provided for by an addendum to this agreement.

By depositing my/our work in the University of Nairobi Digital Repository, I/we agree to the following:

1. **This submission does not, to the best of my/our knowledge, infringe on anyone's copyright or other intellectual property rights.**
2. **If the submission contains material for which I/we do not hold copyright and that exceeds fair use, I/we have obtained the unrestricted permission of the copyright owner to grant the University the rights required by this agreement and that such third-party owned material is clearly identified and acknowledged within the text or content of the submission.**
3. **The submitted material does not contain any confidential information, proprietary information of others or export controlled information**
4. **There are no restrictions or required publication delays on the distribution of the submitted material by the University.**
5. **Once the submission is deposited in the repository, it remains there in perpetuity.**
6. **The information I/we provide about the submitted material is accurate.**
7. **That if copyright terms for, or ownership of, the submitted material changes, it is my/our responsibility to notify the University of these changes.**

I/we understand that the University of Nairobi Digital Repository:


1. May make copies of the submitted work available world-wide, in electronic format via any medium for the lifetime of the repository, or as negotiated with the repository administrator, for the purpose of open access.
2. May electronically store, translate, copy or re-arrange the submitted works to ensure its future preservation and accessibility within the lifetime of the repository unless notified by the depositor that specific restrictions apply.
3. May incorporate metadata or documentation into public access catalogues for the submitted works. A citation/s to the work will always remain visible in the repository during its lifetime.
4. Shall not be under any obligation to take legal action on behalf of the depositor or other rights holders in the event of breach of intellectual property rights or any other right in the material deposited.
5. Shall not be under any obligation to reproduce, transmit, broadcast, or display the submitted works in the same format or software as that in which it was originally created.
6. May share usage statistics giving details of numbers of downloads and other statistics with University of Nairobi staff.

While every care will be taken to preserve the submitted work, the University of Nairobi is not liable for loss or damage to the work(s) or associated data while it is stored within the digital repository.

Work(s) to be deposited:

Author: ROSE IRENE OBONYO
Title: AN ANALYSIS OF MEDIA TRAINING CURRICULA FOR UNDERGRADUATE PROGRAMMES AT UNESCO EXCELLENCE CENTRES IN KENYA

Depositor's Declaration

I/we ROSE IRENE OBONYO hereby grant to the University of Nairobi Digital Repository, a non-exclusive license on the terms outlined above.
Name ROSE IRENE OBONYO
College DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION
Sign 
Date 14/02/2023

Appendix VIII: Certificate of Corrections



UNIVERSITY OF NAIROBI
FACULTY OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF JOURNALISM & MASS COMMUNICATION

Telegram: Journalism Varsity Nairobi
Telephone: 254-02-3318262, Ext. 28080, 28061
Director's Office: +254-204913208 (Direct Line)
Telex: 22095 Fax: 254-02-245566
Email: soj@uonbi.ac.ke

P.O. Box 30197-00100
Nairobi, GPO
Kenya

REF: CERTIFICATE OF CORRECTIONS

This is to certify that all corrections proposed at the Committee of Examiners meeting held on 1st Nov 2022 in respect of M.A/PhD. Project/Thesis Proposal defence have been effected to my/our satisfaction and the project can be allowed to proceed for binding.

Reg. No: K50/75992/2014

Name: ROSE IRENE OBONTO

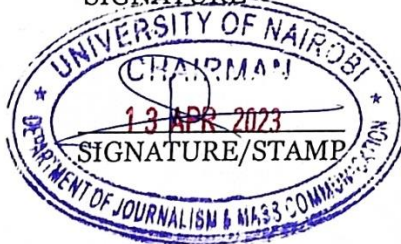
Title: AN ANALYSIS OF MEDIA TRAINING CURRICULA
FOR UNDERGRADUATE PROGRAMMES AT UNESCO
EXCELLENCE CENTRES IN KENYA.

SUPERVISOR

Charles Muriu Muriu
SIGNATURE

April 13, 2023
DATE

Dr. Silas Otiiso
CHAIRMAN



13/4/2023
DATE

Appendix IX: Turnitin Originality Report

Document Viewer

Turnitin Originality Report

- Processed on: 23-Feb-2023 11:02 EAT
- ID: 2021127039
- Word Count: 20664
- Submitted: 1

Noted
02/03/2023

AN ANALYSIS OF MEDIA TRAINING CURRICULA FOR U... By Rose Irene Obonyo

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Publications:

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Student Papers:

2%

[Signature]
2/3/2023

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1% match (Internet from 16-Jan-2023)

<http://erepository.uonbi.ac.ke>
<1% match (Internet from 07-Oct-2022)

<http://erepository.uonbi.ac.ke>
<1% match (Internet from 19-Dec-2022)

<http://erepository.uonbi.ac.ke>
<1% match (Internet from 15-Jan-2023)

<http://erepository.uonbi.ac.ke>
<1% match (student papers from 18-Apr-2020)

Submitted to University of Zululand on 2020-04-18
<1% match (Internet from 16-Jan-2014)

DEPT. OF JOURNALISM &
MASS COMMUNICATION
UNIVERSITY OF NAIROBI
P. O. Box 30197 - 00100,
NAIROBI
Tel: 020-4913208 / 0110478304

[Signature]
April 13, 2023

Appendix X: Declaration of Originality Form

UNIVERSITY OF NAIROBI

Declaration of Originality Form

This form must be completed and signed for all works submitted to the University for examination.

Name of Student ROSE IRENE OBONYO
Registration Number K50/75992/2014
College HUMANITIES AND SOCIAL SCIENCES
Faculty/School/Institute ARTS AND SOCIAL SCIENCES
Department JOURNALISM AND MASS COMMUNICATION
Course Name MASTER OF ARTS IN COMMUNICATION STUDIES
Title of the work AN ANALYSIS OF MEDIA TRAINING CURRICULA FOR UNDERGRADUATE PROGRAMMES AT UNESCO EXCELLENCE CENTRES IN KENYA


DECLARATION

1. I understand what Plagiarism is and I am aware of the University's policy in this regard
2. I declare that this project (Thesis, project, essay, assignment, paper, report, etc) is my original work and has not been submitted elsewhere for examination, award of a degree or publication. Where other people's work, or my own work has been used, this has properly been acknowledged and referenced in accordance with the University of Nairobi's requirements.
3. I have not sought or used the services of any professional agencies to produce this work
4. I have not allowed, and shall not allow anyone to copy my work with the intention of passing it off as his/her own work
5. I understand that any false claim in respect of this work shall result in disciplinary action, in accordance with University Plagiarism Policy.

Signature 

Date 14/02/2023

Appendix XI: Student ID



University of Nairobi
A world-class university committed to scholarly excellence

Portal Home Student Fees Timetables Course Registration Results Enquiries Book Room Log

Change Password My profile **Student ID** Inter Faculty Clearance Status Caution Refund Academic

50/75992/2014 ROSE IRENE OBONYO (Nairobi Evening)

You are required to have:

- » An official "@students.uonbi.ac.ke" email account. [Click here](#) to create one.
- » An Active Directory account.

ID/PP No. Type:

Previous Requests

	Request Date	Status	Receipt No.	Validity	Remarks
1.	19-AUG-2015	PRINTED 27-SEP-2016 08:10		27-SEP-2016 - 27-SEP-2017	ID Already Printed
2.	16-SEP-2017	PRINTED 23-SEP-2017 01:52		28-SEP-2017 - 27-SEP-2018	ID Already Printed
3.	03-OCT-2018	PRINTED 31-OCT-2018 07:29		31-OCT-2018 - 31-OCT-2019	ID Already Printed
4.	20-JAN-2020	PENDING			ID Card Available for Printing

Procedure for getting the new generation Student ID Card

1. Ensure that your fees (including that of Student ID) is paid and receipted before making the ID card request.
2. Fees for Re-Issue of lost ID card must be paid and receipted separately.
3. Place your request for the Student ID through the Student Portal.
4. Request for renewal of expired ID card should be made **NO MORE THAN ONE MONTH BEFORE EXPIRY OF THE CURRENT**
5. Ensure that your photo has been taken and uploaded into the system at your Faculty.
6. Allow at least two working days for the processing of your ID card.
7. Keep checking the status of your ID request through the Student Portal.
8. Collect your printed Student ID from your Faculty / School / Institute Office once the STATUS of your request is reflected as 'PRINTED'.